

Voucher survey finds snags

by Stephen Cohen

radical proposal to give parents education vouchers "to send their children to schools of their choice" would be introduced only at considerable cost and if the law were changed. These are two conclusions of a year-long survey carried out for Kent County Council in the Maidstone area.

The major cost of administering a voucher system, moving pupils from one school to another, would have to be set against any benefits a voucher system might produce, the survey reports.

Most parents were found to be in support of the idea. But only one in 10 would use a voucher immediately to switch their children to another school. Parents apparently realize the dangers of moving children halfway through their school career.

The report, to be published next month, says there is little point in introducing vouchers if only state schools are to be involved in the scheme. If parents are to be given total freedom of choice and movement the printing and distribution of vouchers and the necessary administration would be cumbersome. The same end could be

achieved by simply telling parents that they could send their children to whichever school they wanted. But if private schools were brought into the system the law would have to be changed and there would be additional expense since the local authority would be paying a proportion of the fees.

The Ashford survey was carried out by a senior teacher on secondment and a market research company. Kent is the only local authority which is seriously considering the system and consented to the research because of the lack of hard evidence for or against vouchers.

During the study 1,500 parents were interviewed to see how much use they would make of vouchers. Pupils of children aged nine, 11 and 13 from a cross-section of schools in the area were included. Though most appeared in favour of the idea, teachers were mainly against it. They would have to move from school to school, work in mobile

classrooms and have details of their professional qualifications and experience published so that parents could make an informed choice.

Some doubt may be cast on the validity of the teachers' viewpoints, because the two major unions in the area advised their members how to reply to questionnaires and even issued model answers.

The teachers said that the constant change in school population would be unsettling.

Despite the cautious note struck in parts of the report, Kent County Council is likely to go ahead and press for a full-scale experiment with vouchers and central government funds to carry it out.

continued on page 3



But was May Day that was: one child against the elements

A common core d'élite?

The Schools Council will on June 6 hold a second meeting to discuss inserting a common core into all mathematics exams at 18, before the A levels or N and P.

This takes a step further work that the ending Conference on University Entrance in 1974 and the request of the University Grants Committee and the Committee of Vice-Chancellors and Principals. The idea is to collect from universities views on what were the minimum requirements for degree courses.

It has now issued subject papers for maths, English, French, psychology, Italian, German, Russian, Spanish, physics and chemistry. Art, biology, history, classics, music and sociology are still to come.

Some of these papers are more constructive than others. Those for languages are left recognising that degree students often have no previous knowledge of the language. A paper on French is, unsurprisingly, the exception, going into considerable detail on the English paper seems calculated to set the back of every reforming English teacher in the schools by rejecting the traditional insistence upon at least two Shakespeare plays and preferably Chaucer.

However, the case—if there is one—for

a core in such subjects as English and history is not pressing. Since universities do not usually confine admission to such degree courses to people with school qualifications in the subject the usefulness of any core would be limited.

It is in the sequential subjects, as pointed out by the Royal Society and the House of Commons Select Committee on the Attainment of School Leavers, that the proliferation of syllabuses is causing trouble. The maths and science papers from SCUE provide a detailed and useful basis for discussion. There is also in these subjects a large measure of agreement that rationalization is necessary and, therefore, a considerable fund of goodwill is available to tackle the important technical questions raised. These include, for example, whether a core can be agreed which will be acceptable both to those who recruit undergraduates to pure maths courses and to those teaching mechanical engineering or economics; whether "mastery" of the core element should be required so that all consumers can be assured of a minimum competence; and if so how grades are to be arranged to show both the degree of mastery and the general level of proficiency.

In following up SCUE's initiative, the Schools Council now has the job of ensuring that others involved with A level students are given every opportunity to make their views about the core known. Well under

half of all A level students—though probably more of those taking maths and science than art subjects—go to university. It would not be right for the universities alone to dictate the pattern of terminal school exams. Nor do they generally claim such a right. The trouble is that the quality of contributions to this sort of discussion by other interested parties, in particular employers, have more often been querulous and ill-informed than wise or helpful.

Devising an agreed core will be no easy job. Devising a structure whereby the core can be readily adjusted to meet changing requirements will be even harder. There is a real risk in the whole exercise of ossification in sixth form courses. For these reasons, if no others, SCUE and the Schools Council will do well to confine their joint exercise to maths and science and forget the other subjects. It is extremely important that the present concern to emphasize the essentials in particular subjects should not be allowed to impose a spurious orthodoxy where none is needed and where opinions among responsible practitioners are sharply divided. It is clear that appalling crimes could be committed in the name of the common core.

No comment

These pocket-sized books summarize course material for revision during convenient moments, such as prayers and music lessons—magazine review of a revision note series.

This week

Sutton v. DES

The Education Secretary's orders against Sutton and Redbridge, two L.E.A.s which have been stalling over comprehensive reorganization, have precluded Sutton into taking legal action against her page 3

Damp dip

Whatever happened to the DiphE, the five-year course that was to transform higher education? Bert Lodge found it alive, but rather depressed page 9

White Christmas?

Decisions about the future of higher education are urgent and the Government is now thinking of freezing White Paper. Mr Gordon Oakes, the minister in charge of higher education, told a conference on Tuesday page 7

Ancient and modern

"I seem to understand him as if we had met," said Cypriot film maker, Michael Cacoyannis, of Euripides; Phillip Bergson writes about his work in the context of his latest film *Iphigenia* page 20

Poly-tech

Four special pages of book reviews on building technology, electronics, mathematics, engineering. pages 23-26



Red but not dead

Daniel Colin-Boudet (above), one of the leaders of the student uprising in May 1968, believes it could happen again—and soon. Paul Moorhead also interviews Rudi Dutschke, and assesses the long-term impact of 1968 on student life. John Gorton contributes a personal memory of the street and factory ferment. pages 17-19

Teachers, 2; sport, 10; foreign news, 12, 13; letters, 15; features, 16; in May 1968, filmmaking, 17-20; books, Norman Macdonald on Victorian society, literature, psychology, children's books, 21, 22; and technical books, 23-26; resources, 27; Tallahassee archaeological, religious studies, Network, 28; arts reviews, music and education, theatre and education, A Woman's Place, FTV minorities learning Italian, 86, 87; drink, crossword, maths teasers, 88.

Classified ad index

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Handwritten text in a box: "The end of the world"

Currency and credibility

On page nine, Bert Lodge discusses the progress of the Diploma of Higher Education and traces its growth—slow or rapid, depending on how you measure time in these matters—since the time of its introduction was pronounced by the Joint Committee in 1972. There were plenty of voices raised at the time questioning the value of the new diploma as currency in the employment market, and these voices were amplified when one potential employer, the Civil Service, made it clear that they saw no way of using the Dipe as an entry qualification. Now, six years later, the employment picture has deteriorated; teaching, once a huge recruiter, is taking far smaller numbers; and young graduates are less likely to be employed than others of their generation, the sellers' market has been replaced by one in which employers can pick and choose.

A recent survey showed that only nine in 13 of those who obtain the Dipe (in the words of the secretary of the Association of Colleges Implementing the Dipe) "turned themselves loose upon the world". The remainder sought to use their diploma as the first part of a degree or other alternative qualification—the other alternative, envisaged by Jones but seen as second best by those who thought a two-year terminal qualification would be an economical and useful addition to the curriculum.

They could still be right. As the Dipe expands, more employers will get straight into employment and employers will get used to the new terminology. But more immediately, it is the credibility of the diploma as academic coinage which is at issue.

It is extremely unlikely that any general scheme of credit transfer will emerge which would credit two-year diplomas with two years towards a university degree. Apart from anything else, the autonomy of individual institutions means that local and subject-specific negotiations will be more likely to yield results than attempts to reach global agreements. Nor, of course, would like those made recently by the chancellors' committee, can do anything but harm.

A response from the universities has been slow, that of the other degree validating body, the Council for National Academic Awards, has been more encouraging. The majority of transfers so far have been to CNA-validated courses. The credit transfer arrangements between the council and the Open University are further encouragement to the members of ACAD. The enthusiasm of Mr Gordon Oakes, minister responsible for higher education, which led to the setting up of the current feasibility study on credit transfer is another welcome portent.

The Dipe may not have progressed as rapidly as its enthusiasts hoped for. But all innovations take time to be accepted, and by many the development has been remarkably rapid and appears to be quickening.

Boroughs-in-law

The latest legal skirmishes at Redbridge and Sutton over comprehensive plans (page 3) look essentially like delaying tactics, unlikely to do more than create temporary Tory heroes and prolong the uncertainty in the remaining grammar schools.

The two L.E.A.s have now been ordered under section 99 of the Education Act 1944 to fulfil their statutory duty and get suitable plans on by June 1. The delay tactic is, therefore, in its last stages. If the refusal to do so will be followed by an application to the courts by Mrs Shirley Williams for a writ of mandamus, which is likely to be granted, a declaration by the court is unlikely to be made until well into the autumn, however. Both L.E.A.s have said they would comply with the law, but even a declaration against them would mean another date and a bit more time.

And by then, of course, their situation, Norman St John-Stevens who said the Conservative will seek to repeal the 1976 Education Act, might be Secretary of State.

In any event, nothing that Mr St John-Stevens has said suggests that he would do more than check the comprehensive tide here and there, rather than turn it back. More than 80 per cent of children are

Les événements de mai

May, 1968, had about it many of the mythical ingredients with which the French endow their grander moments of history. The events which echoed round the world from Paris could be said to carry whatever messages each listener wanted to hear. With a suppleness which seems remarkable even in retrospect, the bubbles of rhetoric burst and the romantic radicalism of the students was overtaken by the chilly conservatism of the rest of the French political nation.

Looking back, the sequence of local student events which disturbed the peace of academe from Berkeley in North America to the 1968 elections in Britain, in the late 1960s, can more easily be seen as symptoms of the end of one era than the beginning of another. The parties, pants were the children of the post-war bulge. They came on the scene at the end of an unprecedented period of sustained economic growth and prosperity. In Britain, they often indulged the luxury of political optimism on full grant. Within a year or two, the economic climate changed and youth did not take long for a new generation, less fascinated by the language of activism and more concerned with the need to take the place of the parents.

On page 17, Paul Marjory looks at the myth of 1968 and the reality of student leaders. Rudi Dutschke and Daniel Cohn-Bendit, and John Gorton, the first research student at the University of Essex, 1968, reflects on two remarkable months.

J. T. Allanson and C. C. Butler look at how N and F would affect students whose degree work builds directly on sixth form study

Transfer without tears

One of the crucial issues in the debate in universities and polytechnics on the proposal that A level should be replaced by N and F will be the effects such a change might have on the knowledge, understanding and skills of entrants to those degree courses in which the first year work builds in a direct way on earlier work—mainly mathematics, science, engineering, medicine, dentistry and languages. About half of all degree students are concerned with these courses. Our comments centre on this issue but are not confined exclusively to it.

Working Paper 60 fortunately does not present a packaged scheme to be accepted or rejected, but rather invites debate on a range of specific issues arising from two key propositions: that more subjects than are usually studied should be taken in the sixth form and that these subjects need to be available at more than one level to meet the variety of sixth form students. We support these aims and the three basic principles on which the N and F "linear" subjects. However, it is easy to overestimate the beneficial effects of such agreements. The Physics Interface Project, sponsored by the Nuffield Foundation and centred on University College, Cardiff, showed that the knowledge of first year degree students of physics was extremely varied both in physics and mathematics and that the main contribution to this variance came not from the A level syllabus or the GCE board but from the school.

It would be wrong, therefore, to assume that if three quarters of all A level syllabuses in physics were identical that there would necessarily be any significant change in the range of knowledge and skills possessed by entrants to the appropriate degree courses. Working Paper 60 suggests that special attention must be paid to the assessment of the core material. We would go further and say that it will be essential that very good standards of performance in the core material should be required for the award of high overall grades.

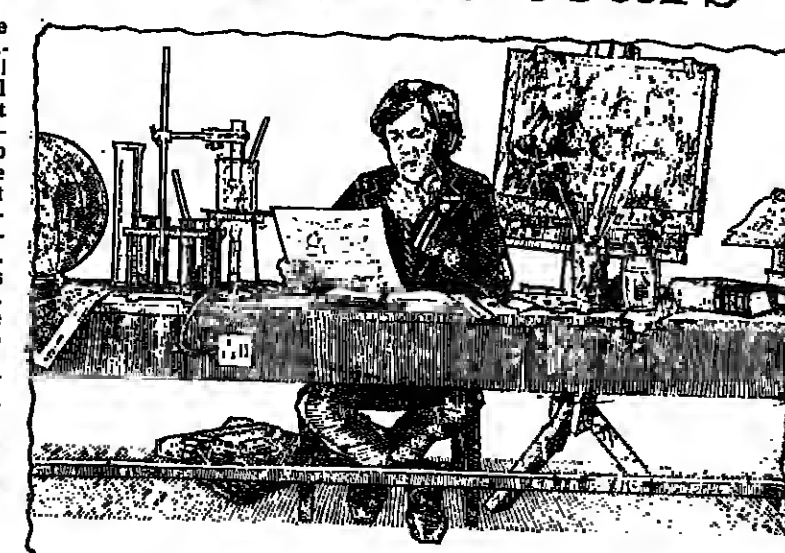
This is relevant to a curious puzzle—that some of the strongest support for core curriculum in mathematics has come from university scientists and engineering departments to which, in recent years, some students have been admitted with very low grades in single maths. Although A level grades are not ideal predictors they do tell us something and it is unlikely that a student with a low grade is very competent in the subject. No amount of rationalization of syllabuses or change in examinations will alter this and in general if we want to admit to our courses only those with mathematical competence, we shall have to demand sound performance in the examinations, whether these are at N, F or A level.

Private study

If the five-subject pattern is adopted as the normal one for sixth forms and if schools insist that their students include a reasonable spread of disciplines in their timetable, then we believe that more than 70 per cent of the working week could be given to the five main subjects.

We are convinced that a change from a three-subject to a five-subject curriculum should greatly reduce the need for general studies as an extra component of the educational programme. We emphasize this need, however, to retain private study time because of the contribution which working on one's own can make to the growth of maturity. If at least 70 per cent of the week is made available for the five main subjects we contend that it would not be unreasonable to expect considerable numbers of sixth formers to aim for three F's and two N's.

We turn now to the difficult question of what is likely to be lost when the time for a major subject is reduced to about 75 per cent of the present. A level curriculum. The paper foresees a solution in syllabus



reform. It gives strong support to the current idea that national agreements, at least for the "linear" subjects. However, it is easy to overestimate the beneficial effects of such agreements. The Physics Interface Project, sponsored by the Nuffield Foundation and centred on University College, Cardiff, showed that the knowledge of first year degree students of physics was extremely varied both in physics and mathematics and that the main contribution to this variance came not from the A level syllabus or the GCE board but from the school.

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Small loss

In most linear subjects first-year degree courses begin with review of A level material in order to reduce the diversity in student knowledge. Furthermore some level work provides a general background rather than acts as a specific part of the foundation for the degree course. Therefore, even in degree courses which require previous study of three separate subjects, it is highly unlikely that more than one week of university time would be lost in any area.

Even if we do not accept that university time will be needed in order to cover the introduction of N and F, the introduction of a significant modification of the standards presently aimed at in three-year degree courses and are convinced that although there are other, powerful arguments for four-year courses in some disciplines, the adoption of N and F would not add to them.

The sixth form has changed dramatically in recent years and change in the curriculum is inevitable. We are offered a negotiation on the part of the schools and should accept the offer, then the introduction of N and F presents no insuperable problems for higher education, offers many advantages and is preferable to curriculum modification. It is a hazardous action which may take place if A level is retained.

J. T. Allanson is a professor in the department of electronic and electrical engineering, Birmingham University, and a member of the Schools' Council 18-plus Working Group. C. C. Butler is vice-chancellor of Loughborough University and a member of the Schools' Council Joint Sub-committee of the First and Second Examinations.

More reactions to N & F: Mary Warnock and Max Morris on page 14.

Sutton surprises with court counterattack

by Lucy Hodges

The London Borough of Sutton this week turned the tables on Mrs Shirley Williams, the Education Secretary, and decided—in response to threats of legal action—to take her to court instead.

Last week Mrs Williams served orders on Sutton and Redbridge under Section 99 of the 1944 Education Act—the first time this section has been used—telling them they had been using the law to obstruct her in showing how they could comply by June 1.

Sutton had refused to bring forward the date of compliance and had refused to produce proposals for reorganizing two of its schools. If they also refused to obey the orders under Section 99, Mrs Williams could seek a High Court writ of mandamus to compel them to carry out her instructions. Sutton, however, meeting on Tuesday (yesterday) a full council (meeting) not to wait for this but to file suit against Mrs Williams instead.

It believes it has a case and would anyway prefer to set the tone and proceedings rather than having to defend a position.

Mr Roger Slater, chairman of Sutton Education Committee, said: "This would be a case for Mrs Williams's action, it looks as though we are."

The authority is seeking a "declaration" from the courts, which in effect means it wants the law clarified. Specifically it is asking for clarification of the Education Acts 1944 to 1976 and whether Mrs Williams's order last week is ultra vires.

Sutton is arguing that the 1976 Education Act, which said that children should be educated in comprehensive schools and that the local education authority should submit proposals to the Secretary of State for Education, should not override the 1944 Act. At it argues that by acting as a date for the authority to go comprehensive, Mrs Williams is strengthening the 1976 Act, which did not mention a timescale.

The Borough maintains that it is complying with the 1976 Act. This lays down that L.E.A.s should "have regard" to the general principle of comprehensive education. It has submitted proposals for going comprehensive by 1984—the earliest possible date, it claims, because of necessary building work.

It had to carry out Mrs Williams's instructions, the authority argues, children would be put in a chaotic and intolerable situation.

Redbridge Council also met on Tuesday, but it merely referred consideration of the order to the

education committee which is holding a special meeting today. This borough is comprehensive except for two schools—Hford County High School for Boys and Wotton County High School for Girls. It has consistently failed to produce plans for reorganizing these.

Mr John Telford, education committee chairman, said Redbridge had complied with Mrs Williams's order. The authority had submitted plans. They did not involve any change.

he schools not reorganized were not selective, he claimed. They were oversubscribed by 400 per cent so IQ tests were needed. The authority had asked for a year or two years in which to assess the effects of reorganization and wanted to retain the two academic centres during that time.

"In Redbridge more than 90 per cent of our pupils who transfer from primary to secondary school go to comprehensive schools," he said. "Our submission is that this represents a very good use of regard to the comprehensive principle."

Mr Telford thought the Conservatives would win a general election and repeat the 1976 Act. "This is in one's mind. It is not a prominent consideration, but a relief from pain."

A third authority, Kirkcaldy, in West Yorkshire, has been warned that unless it submits proposals for going comprehensive after its next council meeting on July 5, a similar order will be made.

Mrs Williams said she regretted having to take the action under Section 99. "The transgression of these three local authorities is in the marked contrast with the attitude of most of the rest where reorganization has not yet been completed."

"I want to see restored as quickly as possible the long tradition of co-operation between central government and all local authorities which, regardless of party affiliations, has characterized the education service." More than 80 per cent of children were now in comprehensive schools. Under the 1976 Act Mrs Williams has put pressure on 38 local authorities, 33 of whom submitted plans. Two others, Avon and Barnet, are expected to do so before long.

The outstanding authorities are Birmingham, which challenged the validity of the order and is now being taken to court, and Mrs Williams, Redbridge and Kirkcaldy. As mentioned above, Sutton did submit proposals but sat the date for abolishing selection at 1986. It was asked to resubmit plans for comprehensive reorganization by 1980, but these proposals by then two schools by 1984. When told to revise the plans, they resubmitted them.

Foreign pupils flock to independents

More foreign pupils are taking places in independent schools, says a report from the Independent Schools Information Service. Total pupil numbers in 1,034 of schools went up from 302,357 in January last year to 305,334 this year.

And nearly all the extra 3,000 came from abroad, particularly from the rest of Europe. The total number of foreign pupils in 1977-78 was nearly 2,800, from 1,500 in 1976-77. Foreign pupils will only account for less than one child in 20 or the 476 secondary schools in the service's membership.

Independent schools are holding their own, says the report, despite

the phasing out of the direct grant and a considerable drop in the number of free and assisted places taken each year by the L.E.A.s—from 29,460 last year to 19,871 this year. This figure, however, includes the loss of free places at 10 former Roman Catholic direct grant schools which have joined the state system.

The report claims that recent Hausard figures about pupil numbers in independent schools are misleading because they do not include the number of children who have come into the independent sector from former direct grant schools.



Scrapbook faces drawn by the third years of Tower Hamlets Girls' School, East London, are on show at Gallery 273, Queen Mary College, until May 19 in an exhibition held jointly with Rusdell School.

DES changes its mind on sixth form size forecast

The Department of Education is now predicting smaller sixth forms and further education colleges in the late 1980s and early 1990s. The figures reveal that the DES has abandoned its assumption that the effect of the declining age group will be offset by an increase in the proportion of young people staying on at school or going into further education.

Like so many of the department's longer-term statistical projections—with all their policy assumptions—the figures appear in the Department of Employment Gazette. Lacking the evidence for any marked increase in staying on or present, the DES is almost bound inextricably on the basis of the current stagnation.

Projections of this sort are notoriously unreliable, based as they are on so many unknowns. The further into the future they stretch the more fanciful they become. Lacking the evidence for any marked increase in staying on or present, the DES is almost bound inextricably on the basis of the current stagnation.

They predict that the proportion of boys aged 16 to 19 in full-time education will stay much the same,

rising from 35.5 per cent this year to only 36.7 per cent by 1991. The corresponding increase among girls is scarcely greater.

This means that the total number of boys aged 16 to 19 in full-time education is likely to rise from about 640,000 this year to a peak of just under 700,000 in 1982 and then falling until 1991 when the number should be down to about 570,000.

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'Teach girls pregnancy testing'

by Stephen Cohen

Schools were urged last week to teach girls pregnancy testing. The British Pregnancy Advisory Service says in a report that easy access to testing is important.

"Sex education programmes and youth clubs should provide a practical introduction to testing; the mystique surrounding such procedures should be eliminated."

The report on teaching pregnancy testing should be centrally funded if teenage pregnancy, with all its associated risks to a mother and child, is not to remain the "epidemic" proportions which it is alleged to have reached in the United States.

The service was responsible for 466 abortions on schoolgirls in 1976, about 13 per cent of all schoolgirl abortions that year. The National Health Service provided about 2,500. Most of the girls were aged about 15.

The most disturbing facts to emerge from the report, is that, according to the girls, 21 per cent of all family doctors consulted made no effort to help them to get abortions.

The girls were unlikely to have used an effective contraceptive method. "Indeed, 86 per cent of all methods obtained to be using an unapproved method when conception occurred."

"Schoolgirls in 1977 may be sexually more active, but this fact is not mirrored in their experience of contraception. Clearly, sex education needs to be about prevention as much as reproduction if the advisory service's statistics are any guide."

Most of the girls said they did not want the social problems of an unmarried mother. They considered themselves too young to be mothers and thought it would damage their careers. One girl said they wanted to continue their education.

In a section of individual case histories, the report says that many schoolgirls seen by the BPAS after service quoted the myth that a girl would not become pregnant the first time she had sexual intercourse.

"One girl, believing this, drinks she finally gave in to her boyfriend's demands two days before her period was due, because her biology teacher at school had told the class that this was a safe period."

Two other girls, decided that the best way to avoid school, which they did not like, was to become pregnant.

The response from teachers to offers of help with sex education programmes is "often poor," says the report. "School staff seem unwilling for BPAS staff to come into the school, even though the present sex education programme may be far from adequate; this fact can be deduced from the number of schoolgirls attending BPAS branches who do not appear to have had much accurate, factual sex education."

Schoolgirl pregnancies, a first report by British Pregnancy Advisory Service, Aussy Major, Woodson Waven, Solihull, West Midlands.

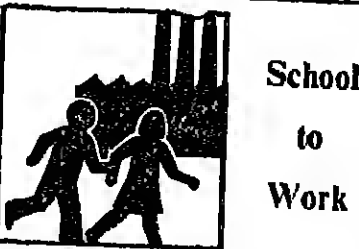
Firms subsidised to employ young people they would have taken anyway Employers were paid £7m for nothing

More than £7m has been wasted by the Government in persuading employers to take on unemployed young people who would have been employed anyway or who were taken on at the expense of older workers, according to a survey of the youth employment subsidy reported in the latest issue of the Department of Employment Gazette.

The subsidy was introduced in October 1976 to encourage employers to take on more young people under 20. They were paid £10 a week for each young person for 26 weeks. By the end of the scheme in February this year nearly 40,000 young people had been employed at a total cost of £8.7m.

But a check with employers, says the report shows that most of this money was wasted. Three quarters of the young people would have been offered jobs anyway. Of the remainder half were employed at the expense of older workers. In effect only one eighth of the subsidy actually created new jobs.

More than three quarters of the young people were still with their first employer after 26 weeks and were likely to keep their jobs. "This suggests that a subsidy of



School to Work

licen offered jobs anyway. Of the remainder half were employed at the expense of older workers. In effect only one eighth of the subsidy actually created new jobs.

More than three quarters of the young people were still with their first employer after 26 weeks and were likely to keep their jobs. "This suggests that a subsidy of

this kind has no effect beyond that of the payment period in launching young people into permanent full-time employment."

The young people were not necessarily restricted to unskilled jobs and employers were broadly satisfied with their work.

Much more successful was the work experience programme, a measure aimed at giving young people a taste of the world of work. Young people taken on by employers received a weekly allowance of £18 paid by the Manpower Services Commission. A report on the scheme, in the March issue of the Gazette, says that by the end of 1977 there were 44,000 young people on work experience compared with a target of 30,000. The total cost was £8,900,000.

Though intended for 16 to 18 year olds, most young people joined within a year of leaving

school at 16. In general, the scheme was more successful than the youth employment subsidy. A third had no financial help from I.E.s in the near future, delegates to a conference of arts advisers and teachers were told by local authority representatives in London last week.

The conference—to assess the role and worth of artists in schools—was organized by the Whitechapel Art Gallery in association with the Arts Council.

One of the organizers, Mr Alister Vernon, said afterwards that although they had to rely for the foreseeable future on Arts Council grants, regional arts associations and within a short while quarters were in work. "In that way they can show what can be achieved and strengthen arguments for more financial aid."

Philip Ven

Creative artists paint perilous picture of school liaison

Artists-in-Schools Schemes can do more than paint a picture of the future, delegates to a conference of arts advisers and teachers were told by local authority representatives in London last week.

The conference—to assess the role and worth of artists in schools—was organized by the Whitechapel Art Gallery in association with the Arts Council.

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Artists could become an established part of the educational scene if artists-in-school schemes could be kept going over the next two or three years. Schools and artists willing to try will be urged to apply for help through area arts advisers and regional arts associations.

Pressures on artists working in schools were described by Mr Nicholas Pope, a sculptor who has an unorthodox, experimental style. While he found the uncommitted surrounding stimulating, he said, it was dangerous.

"People were reluctant to talk to me, but I became aware of a strong, but unvoiced, undercurrent of opinion that I should be doing something different. I very nearly gave up to it. Now the object is to be different, to be accepted. Scapigliato is being converted among pupils and staff."

Mr Stephen Shotton, a student at the Peter Symonds School, Form College, Winchester, where the experiment was held, said: "Students found it difficult



"School artist, school artist!"

to accept that he did not know what his sculpture was to be, that he was working in a precise plan. We were a bit shy of appearing in front of the public."

Mr John Morgan, head of the college art department, said the experiment was valuable in that it clearly demonstrated the difference in attitude between the traditional, professional artist, with his absolute commitment to his work.

A calligrapher, who worked with primary school children, two photographers and a painter claimed their presence was of great potential value to teachers outside as well as inside arts departments but they were all wary of becoming too closely entangled with the educational world lest they become drawn into teaching rather than creativity.

In their view schools were often hidebound, even in the arts room. Or, as one of them put it: "There is not enough opportunity for children to experiment in school."

Oakes hints that White Paper may follow hot on heels of consultation

A White Paper on the future of higher education may soon follow the footsteps of the Government's recent discussion document, Mr Gordon Oakes, Minister of State for Higher Education, hinted on Tuesday. Mr Oakes was addressing a one-day conference on education for adults, organized by the Open University and the TUC in Milton Keynes.

Earlier in the conference Mr Brian Goodbridge, director of London University's extramural department, had criticized the lack of time allocated for response to the Government's document, Higher Education in the 1990s. The document, for a speedy response would have been more understandable, he said, if a Green Paper was to follow.

Mr Oakes replied: "We have not given a lot of time for discussion because a lot has been discussed before. As Minister I have found that people tend to discuss things forever and a day, and nothing is ever done. We are looking not so much to the production of a Green Paper, but to the production of a White Paper."

It was essential, Mr Oakes said, to avoid the "hotchpotch" which had followed cuts in teacher training, when governments had lacked the courage to take action to remedy miscalculations. "Let us know where we are going and look to the future rationally—taking our decisions on our priorities—and making them early."

Mr Oakes went on to outline his own views about future higher education provision, and his preference for the discussion document's fifth option, offering a system of continuing education. A combination of demographic, economic and technological forces had served to "concentrate the minds of the universities wonderfully," but it was no

answer merely to build on the foundations of a system of education that had become outmoded. "With the technological advance of the modern world universities must pay far more attention to merely to full time courses, but to courses for a term, courses for a month or even less."

Other factors which were vital in a system of continuing education included paid educational leave and a credit transfer policy—and the Open University deserved congratulations in this sphere for its recent agreement with the Council for National Academic Awards.

There was a need for learning to become more student centred than in the past, and here again the Open University had demonstrated the way ahead with its support tutorial and counselling system. Mr Oakes also referred to the place of leisure in adult education. It was customary to denigrate classes in embroidery and art, maintenance, and other courses provided access to education for many who would otherwise not participate.

In his speech to the conference Mr Len Murray, general secretary of the TUC, spoke of the need to allocate the educational balance and with the greatest social and educational needs.

"We recognize the very laudable work being carried out by the Colleges and Polytechnics by the Workers' Educational Association and even in some of the traditional universities, all in their different ways seeking to provide wider opportunities for those people who are not in the mainstream of education. But we would not be here for the discussion document's fifth option, offering a system of continuing education. A combination of demographic, economic and technological forces had served to "concentrate the minds of the universities wonderfully," but it was no

Mr Groombridge told the conference he could not recall a time of greater harmony between all those concerned with continuing education. There was also a greater match between the skills available and existing needs, and there was now support from major organizations, such as the TUC.

"These signs mean we are a nation almost ready for a major educational advance in this sector," he said. "What is needed now is an act of political will to implement the vision."—THESE

Business council berated

Decisions which "a committee of canals would agree with a horse" are attributed to the Business Education Council in the latest issue of the Journal of Business Education.

In a leading article the council is berated for attempting to go in several different directions at once and of never producing anything on time.

The conversion courses which the council insists part-time students take before embarking on a higher national certificate course, is described as a disastrous innovation. "It means an extra year's work for the part-time. A level entrant. This will be a severe detriment to students and for their employing organizations. It would now take three years to do what used to be done in two years."

The council is behaving irresolutely in the matter of when its courses should start, the article says. They send round letters which appear to be encouraging 1978 starts then, at the latest in the interminable series of conferences up and down the country, a member of one of the boards lets it be known that aiming for a 1978 start is a little ambitious. It is too much to expect a straightforward decision one way or other from the BEC?

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Journal of Business Education, March, 1978, The Polytechnic, Huddersfield.

Managers left to train themselves

Most managers get little or no training, a Manpower Services Commission survey suggests. Companies seem to believe that their managers learn best from trial and error.

The survey, of a sample of the 300,000 managers in London and the four have had no training in the past year, and that a quarter of the companies offer no managerial training programmes. Few companies even supply managers with information about what training is available; a third of those who training do so on their own.

Most managers who had received training thought it had helped their work and their progress towards personal objectives. But most of them said they found their academic

qualifications — where they had any — of little use in their job. Only one in three had a degree and, startlingly, in view of current belief, at unqualified school leavers are of a crippling disadvantage, one in five managers had no formal educational qualifications. Two out of three managers started work straight from school.

The survey indicates that of those companies that do provide training only one in 20 relies solely on external courses, but that most use some training in-house, with private sector colleges, consultants, and professional bodies getting the lion's share. This is because the companies believe they try harder than the public sector to meet each company's needs. The main criticisms of the

private colleges is that they do too much and of the professional bodies, that their outlook is narrow.

Although the public sector is valued for its consistency, standards, and immunity to commercial pressures, universities and grade business schools are too expensive, say the companies, and the further education colleges is too oriented, approach of the techniques and their wide range of programmes, but say they are too many courses to run.

The Education and Training Managers' London Regional Managers' Centre, 311 Regent St London W1R 8AL.

Scanlon hint on apprenticeship

A strong hint that the executive of the Amalgamated Union of Engineering Workers is ready to accept the ending of time-serving apprenticeship was given by Mr Hugh Scanlon, its retiring president, at the weekend.

He told the national committee of the union's engineering section on Wednesday that there was a need for investment in training, and referred to the Engineering Industry Training Board's proposals for making craft status dependent on the achievement of fixed standards rather than a set length of time in apprenticeship.

Mr Scanlon, who is the board's chairman, said, "I must make it clear that the executive council will insist that the price for trade unions accepting this principle will be the unequivocal acceptance by employers not only to pay the craftsman's rate immediately on attainment of these standards but, once achieved, to pay the craftsman's rate irrespective of the work on which they may be employed."

Forty thousand copies of the proposals have been distributed to union groups throughout the country, he added.

Urging trade unionists to press



Hugh Scanlon—standards rather than time-serving?

for reduced working hours—in the form of a shorter week, more holidays, or early retirement—Mr Scanlon suggested that the most compelling reason was the plight of school leavers.

"They virtually exchange the desk for the dole queue, and unless something is done quickly and decisively, today's youth will not tolerate variations of my generation. Unfortunately, they will seek the more extreme political solutions."

At a conference to announce the scheme, Mr Brian Littlewood, the centre's dean, likened it to a day a week release scheme for lesser qualifications. He pointed out that the companies—who will have to pay the centre more than £2,000 a student—will be able to get the equivalent of a high level of salaried service, with the centre's staff, and follow course members advising a student on how to tackle the problem assigned to him.

But Mr Littlewood, the CNA's assistant general manager, concerned with management studies, said this week that the council had agreed to withdraw the course only on the understanding that students were not completely out of their jobs for the nine months of "taught" studies. "In most cases, we would expect them to carry out their project in an entirely different company, although it is acceptable for them to do so in some other division, say, in their own company where there is no question of their continuing to carry out their normal work."

Mr Bond said that in view of the reports relating to the release scheme would need to be further discussed with the polytechnic.

Reports by Mark Jackson

Businessmen can't do CNA degree on day release

The Council for National Academic Awards this week denied reports that businessmen are to be allowed to study for a degree on day release emphasizing there could be a question of managers carrying out their normal work while studying for the qualification under discussion.

The course, announced last week by the North East London Polytechnic's East Anglian Regional Management Centre, is for a six-month learning, with students spending one day a week at the centre and the rest of the time at work. The centre emphasizes that candidates will not receive any loss of services of promoting young managers, as they would if personal work to be sent on a conventional management course. The idea is that the students—managers who are being groomed for top jobs—will be assigned the task of solving some real problem in their company as a practical project for study.

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Reports by Mark Jackson

Officers push for pay review

Pressure is mounting for a review of education officers' salaries with the largest salvo in the campaign coming from the Association of Education Officers. Failure to take immediate action, it says, could damage the education service irreparably.

In a recent statement the Association of Education Officers explained why education officers' salaries had been eroded. "The combined effect of the 1975 Hough-

ton report on teachers' salaries and the associated Southbury arbitration (advisers' salaries) has been to destroy carefully constructed relationships in local education authorities. This has led to a drop in applications for posts and the possibility that the quality of candidates might be affected. "Men and women with good honours degree, a teaching qualification and substantial teaching experience in schools or colleges are more necessary now than ever."

People

Mr David Plonk, research secretary of the Personal Social Services Council, has been elected chairman of the Social Services Research Group.

Dr J. D. Davies, principal of the West Glamorgan Institute of Higher Education, to be director of the Polytechnic of Wales.

Schools

Mr D. A. Thomas, head of Holy Trinity School, Windsor, Berkshire, to be head of Broadfield Junior School, Hemel Hempstead, Hertfordshire.

Miss Barbara Berry, head of Goringham primary school, London, E.C.1, to be head of Albemarle primary school, Prince's Way, Putney, London.

Miss Violet Pratt, acting head of Ring Cross junior mixed and infants school, Eden Grove, London, N.7, to be head.

Miss M. T. Clifton-Everest, teacher with the British Families Education Service in West Germany, to be head of Goring Church of England First School, West Sussex.

Mr J. P. McDermott, deputy head of St Paul's junior mixed and infants school, Farnborough, London, S.15, to be head of Chislehurst Church of England primary school, Kent.

Mr B. T. Hughes, head of Ribbleson Hall School, Preston, to be head of The Wulfric School, Burton-Upon-Trent.

Universities

Professor E. S. Page, acting vice-chancellor at the University of Newcastle upon Tyne (not, as previously printed in the TES, at the University of Reading), to be vice-chancellor of the University of Reading.

Dr B. T. Pickering, reader in anatomy and biochemistry, University of Bristol, to the chair of Anatomy.

Dr James O'Connell, professor and dean of the Faculty of Arts, Ulster College, Northern Ireland Polytechnic, to the chair of peace studies, Bradford University.

Dr Anthony Adamantidis, senior lecturer in European studies, Bradford University to the chair of history and head of department, at Loughborough University.

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Tb: Sqn Ldr P. L. Graves, BSc, MSc, RAEd, RAF Officer Careers (XXXX/XX), London Road, Stanmore, Middlesex HA7 4PZ. Please send no information about Education Officer careers.

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Please enclose a separate note listing your present and/or intended educational qualifications. Formal application must be made in the UK.



Schools to have say in cricket inquiry

by Stanley Levenson

Schools in England and Wales are to be given a chance to take part in the Cricket Council's massive inquiry into youth cricket.

Questionnaires have gone out to all i.e.s., with subsidiary questionnaires to be passed on to the schools. These seek not only information but views, advice and proposals.

Mr Brian Aspinall, secretary of the National Cricket Association, which looks after cricket not controlled by the Test and County Cricket Boards, said it was easy to make sweeping statements about allegedly declining support for cricket in schools.

There were no facts to support this. In fact there was some evidence to the contrary. In any event, messwork achieved nothing that is why the schools are being asked to have their say.

However, Mr Aspinall did refer to one major obstacle: "Lack of facilities of the right kind is going to be our biggest headache."

Other sectors of the cricket world, such as the first class and Minor counties, have already been involved and three committees are hard at work studying the replies. These will be taken back to the main committee which is headed by Mr F. G. Mann, a former England captain.

When the massive job of collecting information and views is completed, hopefully by July 31, the results will be fed into a computer for analysis and the results will then go back to the Mann Committee.

Its brief is to consider any changes necessary to enable more youngsters to enjoy and play cricket, improve facilities and raise standards.



Don Wilson coaching boys from City of London School at Lords Indoor Cricket School.

Daring sport designed for girls

by Anne E. S. Howarth

Has the magic of those stunning performances in girls' gymnastics at the Olympic Games in 1976 faded from memory? Have those sparkling girls gymnasts turned their flicking attention to now craves?

The answer would appear to be no. An investigation of gymnastic clubs shows a steady rise in interest; many clubs now have long waiting lists for new entrants.

At last girls have a sport that is really designed for them. Olympic gymnastics has grace, agility and during it requires great skill, it is exciting to watch and it is highly competitive.

During the past 100 years girls have been taking part in sports that were primarily designed for men. Games such as hockey, basketball and volleyball have all been enjoyed by girls, but girls have never been able to compete successfully against men.

In gymnastics they are alone. This sport demands something different from the endurance and great muscular strength demanded in most male sporting events.

The enthusiasm for this sport is, therefore, understandable even though at international level it requires complete dedication and a high level of skill, but what is not understandable is the lack of encouragement the sport receives in schools.

It is impossible for infant and junior schools to provide the complex apparatus and expert teaching required for a full Olympic programme of activities. But it would be possible for them in physical education lessons to cover basic activities with boys and girls that could be the beginning of Olympic work.

In the middle and secondary schools this basic work could be built on, challenging the able pupils to more complex activities within a structure that would not leave out the less able pupil.

The official viewpoint towards Olympic gymnastics, particularly girls' Olympic gymnastics, is represented by the physical education establishments. It is the Olympic gymnastics should remain a club activity and the gymnastics taught in the timetabled lessons should be modern educational gymnastics.

The viewpoint that is educational gymnastics has been guardedly handed down to generations of physical education students attending the women's colleges of physical education. This gospel is still being preached. Educational gymnastics, if taught well, may indeed live up to the claim made by many authors on the subject that it is the basis

of physical literacy which may transfer into other sporting areas.

The indoctrination of young teachers into the beneficial aspects of educational gymnastics in no way prepares them for the reality of 13-year-olds rolling about the gymnasium floor without apparent skill or purpose.

Many have succumbed to the arguments of their disbelieving male colleagues and, as a consequence, teach as little gymnastics as possible, preferring the well trodden areas of athletics or volleyball to the boggy quagmire of "use of levels" or "variations in speed" as a theme for a lesson.

Saddest of all for these teachers is the realization that, if they do set up a club for Olympic gymnastics, they have neither the knowledge nor the equipment to make the club worthwhile. A bare eight hours tuition hardly qualifies anyone to teach a subject that is based on a progressive structure of abilities.

Modern educational gymnastics rose from the ashes of formal gymnastics, flowering in the fitness climate of child-centred education. This was a time of eustasy so the new subject prudently did not make expensive demands for new apparatus but adapted and made use of

the existing standard gymnastic apparatus, such as the parallel bars, the wooden box, the bars and the ropes.

The Olympic apparatus of uneven parallel bars, vaulting horse and balancing beam is expensive and not particularly suitable for the needs of educational gymnastics, although many teachers will argue against this, realizing that expenditure on Olympic apparatus would not be justified if this equipment was only being used after school.

Many teachers are unashamedly teaching Olympic gymnastics as the time-tabled gymnastics to all first and second year girls in their schools.

It is not time then that the physical education teachers withdraw their heads from the academic sands and looked into the gymnastics of our schools? Is it not time that those budding Noddy Comanocia and the not so budding unity to experience a sport that millions and to try out this sport within the aegis of the school?

There is a movement towards a more structured approach to educational gymnastics; could this not be married to the demands of Olympic gymnastics and together produce a gymnastic programme that would be both a basic course in the learning of activities, that could be used in Olympic work and provide situations which demand the utilization of physical skills which would develop a physical awareness of self?

Roan School, Greenwich, London, holders of the schools under-19 football title, have become the first to play in successive finals. They beat Torquay Grammar School 4-1 in the semi-finals and are now in a good position to win their third final—they were also champions in 1971.

But first they will have to beat Stoke Sixth Form College who reached the final via a 2-0 win over Highfield School, Wolverhampton, in the other semi-final. The date and venue of this delayed final has yet to be arranged.

Either Kenton Comprehensive School, Newcastle, or St Barnabas School, Forest Gate, London, are the new under-16 trophy winners, their final in Newcastle being played as we near to press.

Each won their semi-final 1-0. Kenton against St Thomas More C-School, Preston, and the Londoners against Hartcliffe School, Bristol.

Scots golfers join the trek to Connemara

Two excellent individual performances marked the Scottish finals of the Aer Lingus schools golf championships held at St Andrews. Frank Couss, with a 73, led Robert Gordon College, Aberdeen, to victory in a close finish. Robert Gordon's three boys totalled 231, just two better than Morrison's Academy, Crieff, who, in turn, were two strokes better than Carnoustie High School.

In the girls final Pamela Wright, only 13, went round in 89, which helped Aboyne Academy, Aberdeen, to a two-girl total of 187, which was far too good for the other finalists, Marr College, Troon, with 195.

Pamela comes from good golfing stock—her father, Eulis Wright, and mother, Jeanette Robertson, are former Scottish champions.

There was a tight squeeze too at Mossburn Club where Midhurst Grammar School girls, last year's English and international champions, were dethroned by Prudhoe-on-Tyne School. Prudhoe, second in

the 1977 English final, returned to one better than Midhurst and a better than Edgworth High School.

Edgworth's Alexandra Price, 18, had the best individual return of the three girls, with a 73, for the third successive year. Bishop Gore School, Swansea, were the third successive winners, following King Henry VI School, Abergavenny, on 259, followed by King Henry VI School, Abergavenny, on 259, followed by King Henry VI School, Abergavenny, on 259.

The Robert Gordon and Biele Gore boys now join Poole Grammar School, Dorset, and St Saviour's High School, Exeter, who have won the English and Irish titles two weeks ago—in the grand final at Connemara next month.

Rivals to Aboyne and Prudhoe in the girls' international final will be Loreto Convent, Balbriggan and St Thomas Jones School, Amherst, Guyana.

Roan try for third title

Roan School, Greenwich, London, holders of the schools under-19 football title, have become the first to play in successive finals. They beat Torquay Grammar School 4-1 in the semi-finals and are now in a good position to win their third final—they were also champions in 1971.

But first they will have to beat Stoke Sixth Form College who reached the final via a 2-0 win over Highfield School, Wolverhampton, in the other semi-final. The date and venue of this delayed final has yet to be arranged.

Either Kenton Comprehensive School, Newcastle, or St Barnabas School, Forest Gate, London, are the new under-16 trophy winners, their final in Newcastle being played as we near to press.

Each won their semi-final 1-0. Kenton against St Thomas More C-School, Preston, and the Londoners against Hartcliffe School, Bristol.

How to sail—and climb

Courses in sailing and mountain activities for sports teachers and school parties of 15 year-olds and over are listed in booklets just issued by the Sports Council. They will be held at the National Sailing Centre in Cowes and at the National Centre for Mountain Activities, Plas Y Brenin.

The Cowes course includes one of 10 weeks in autumn. "The Sea in Education" is designed for teachers. It will help to foster practical ability in boat handling and knowledge of the sea. There is also a wide range

More talks on links with sport

The dialogue between the physical education world and the sports governing bodies, which began seriously last December, is to continue with another seminar in London on May 30.

Sir Jack Langford will preside over the proceedings organized by the Physical Education Association, with sponsorship from Nissan International, the sport equipment people.

The theme, "Education for Sport", will allow both wings to talk over problems of liaison, communication and joint work.

Among those who will be speaking are Mr Ron Pickering, former physical education teacher and coach, now a television commentator and recreation consultant, Mr Annette Stepleton, training director of the British Amateur Gymnastics Association, Mr John Pearson, head of physical education in a South London school, Mr Clive Bond, of Cripplegate, and Dr Ray Watson, head of research at Chelsea School of Human Movement.

At Plas Y Brenin there are instructor courses in mountaineering, rock climbing and orienteering. Each lasts a week. There are a number of one-week courses for school groups on general outdoor activities. As well as canoeing, rock climbing, skiing, mountain walking and orienteering, these will include an overnight expedition using tents.

Copies of both booklets can be obtained from the Sports Council, 70 Brompton Road, London SW3.

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TES 2



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but reaching population stability mean resolving the conflict of positions in men and women. Most immigrants are Finns and there is no foreseeable halt to the policy which will probably prevent depopulation in the next few

GENTOUR

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This made them liable to months' civilian service which might spend working in hospitals, old people's homes, centres for handicapped children, with organizations or the Red Cross. Knowing that the highly co-

An injunction temporarily pending its provisions was made at the beginning of December 1978 (January 13, 1978). The judgment represents a defeat for both the Government and the opposition.

there had been almost as many applications for exemption as in the whole of 1976. This led them to believe that the people concerned were expressing a preference for the less rigid conditions of civilian service rather than a genuine aversion to military service.

Phone no.:

School name _____

Two reactions to the N and F proposals

The underlying question: division of labour



Mary Warnock

Once again opinions are being canvassed on the proposals for a two-tier examination, Normal and Further level. Comments are required by March, 1979, and a national debate is foreshadowed.

It is really high time that the question was settled. The present public opinion makes a number of general points, and elaborates some practical ways in which the proposals could be given effect. But it is still extraordinarily difficult in envisage clearly exactly what the reform would mean for those in their last two years at school. Would all, or any, of them be better off than under the present system when they leave?

Advanced levels have always had two aims: to provide a general education for those who would seek employment at 18, and to be a qualifying examination for those who would go on to higher or further education. These aims have never been compatible.

In the first place, the general education ought to be fairly broad and to aim at some understanding of the nature of society and of the different sciences and arts among which the school leaver will immediately take his place as a working adult. For those, not the other hand, who are to continue their education elsewhere, A levels have to be a tool to be used in the acquisition of that further expertise which they are aiming for.

Secondly, in the A level system there is no way to differentiate between the more and the less academic candidates except by the

number of A levels they take. Thus the less able sixth formers do one, or perhaps two, A levels, and have comparatively little teaching. They attend fewer lessons than the most able, who do three or even four A levels, and whose timeables are crowded. Yet the academically able are the very people who could benefit from time to work on their own, while for the less able the free periods are a waste. They could learn far more, if only they had a more realistic target. This second drawback might be largely remedied by the new system. For the less able would do five N levels in the first year, and the more able would also work for five N levels, two of which would actually be taken at F level (this at least seems to be the most favoured scheme). This would also take approximately the time previously devoted to three A levels, and so the two groups would be more nearly equalized.

But it is possible to remedy the first incompatibility? Can there be a system which is both general enough for the non-academic, and yet a proper preparation for the academic? It seems highly doubtful. There will, of course, be an immediate objection in raising the question in this form. For surely the academic, the university and polytechnic candidates, just as much as the others, ought to have a broad education? Are the establishments of higher and further education really prepared to demand a specialization which is contrary to the pure spirit of educational reform? To these objections I would reply that indeed the universities and polytechnics can and must make the demands

they need. For their students must as things now are, complete their courses in three years, and the standard of higher education must be to decline. Higher education is not indifferent to the educational needs of its students. But it is essential that everyone concerned with education, whether at school or university, should recognize that an educational curriculum which leads to the university is not a luxury. Higher education is a necessity for those who follow it. So schools must think in terms of what sixth formers want to do next. If they fail to prepare potential university students they have failed in their duty.

Similarly, if the universities and polytechnics themselves fail to prepare their students to contribute in a competitive and serious grown-up world, in which expertise is increasingly demanded, they too have failed. Higher education is a luxury. To demand that its standards be high is not a snobbish country, as while it is literally preposterous that schools should should dictate to universities what they should require of their students. And it is the height of absurdity to suggest that just because sixth forms may now contain those who do not want to go to university, universities should refrain from their place, from those who do want to, who will enable them successfully to complete their courses.

But I am not arguing that the present A-level structure should be left as is. It is by no means perfect as a preparation for higher education. I do not mean that A levels are necessarily bad predic-

tors of future performance in students, for which they serve as indicators of the future demands both on the subject and on the methods of teaching employed. It is rather that, in many subjects, the syllabuses have become too narrow, and too unspecialized. Students of literature, for example, tend to arrive at university having read very little, but knowing a great deal about the critical literature concerned with the few set books they have read.

Students of history may have studied a very short period, and have notebooks stuffed with dictated notes, which provide the answers to almost every conceivable question relating to that period. The necessity to aim for high grades under-standably results in more notes, and more and more learning-by-heart of the notes, so that no possible point is overlooked in the final answers. Students may then come up to university utterly bored and disillusioned with the subject they are proposing to study. And I see only one, extremely radical, solution to the problem, to believe that students should be selected for higher education, as they are in America, by means of aptitude tests should be taken in the sixth year at school. During this year all those in the sixth form should, together, study five N levels, as broadly based, and as mixed as possible. At the end of the sixth year, those proceeding to further or higher education should do so. The universities and polytechnics should then provide no induction year, not as in Scotland of a general nature, but quite definitely specialist, and quite manifestly designed to prepare stu-

dents for the subjects which, by then, they will have decided to wish to study in the following three years.

I know that there is no hope of this plan being followed, but I should dearly love to know why it should not be. For it would ensure that those at school had a genuinely broad education while it lasted, and that the universities and polytechnics would come to an end with the responsibility for preparing students for degree courses resting with the universities and polytechnics themselves. Students would work twice as hard in their new environment, and with their own motivation, than they are inclined to in their last year at school (but a good set of N level passes could be a prerequisite of proceeding to higher education, along with satisfactory aptitude tests, so there would also be a motive to work in their final year at school). Some changes would undoubtedly be needed at university level, so that the new teaching could be provided. But that should not be too difficult to arrange.

Above all, the argument is one of logic. If schools like the idea of N levels, then let them have them. If universities do not like the idea of N levels, then let them provide something else in their place. The overall provision of education would not be increased. It is to be hoped that, if there is indeed to be a least a debate, this idea may at least be rejected only on very good grounds.

Mary Warnock is a fellow of St Hugh's College, Oxford and chairwoman of the Committee of Inquiry into Special Education.

More realistic for the majority

report can even begin to handle the issues this raises. As head of a school which since it became comprehensive 11 years ago has always begun the session with a sixth form strike the class, I must therefore for the students for as much attention as is now going (quite properly) to be devoted to the minority for whom Working Paper 60, in my opinion, presents an optimistic prospect.

The paper is far better than I thought possible, and is a tribute both to the highly professional way the Schools Council organized the work involved and to the teachers who carried out the studies. It is valuable and significant, and I read it with considerable pleasure, undaunted by the flat and joyless prose which seems an inevitable part of such documents—educational jargon composed only to sociology in its deadly dreariness. It shows that the proposed reform, in spite of the criticisms from both fellow reformers and the university backwoodsmen is not an sensible and useful thing, and that I hope we will, the domestic, evidence and the bawling of the reform at a level of satisfactory; that is what I was looking for, being very conscious that ideological considerations sometimes come to grip on the rocks of practicality.

In a school like mine the paper shows the way towards the possibility of setting higher sights for some students who would be, and indeed are, daunted by the present type of A-level syllabus. This is very important in a world of sixth forms too often over-influenced by what can be called the current A-level style of too difficult to master. And I write here as one who must share the responsibility for this style in the past, having been an A-level chief examiner for many years. I have found for good measure that with which I have been associated more understanding and, I think, with all their warts, than I am, and I am sure that the results of the N and F studies, GCE boards have many grave weaknesses but they do not ignore the needs of their candi-

dates. It is the limitations within which they work that create the problems.

It is most encouraging to find that the studies show quite clearly that satisfactory N and F courses can be designed and that they support the view of the hardworking joint Examinations Sub-committee that the relationship between them can be such that each level is a syllabus designed to be in mind (my italics). That is a very important caveat as well as a very important assurance. Success will depend on the way the job is done and, looking at my kind of school, this will have to mean the increased teacher involvement and indeed teacher control in the manner of the examination structure, reforms, if it can be so described, system, if it is to be a real inner city schools, must mean a new quality, not just a dilution of the old.

I think, too, that the "N" as part of a relationship described in the paper, is suitable for our circumstances. It will make organization made necessary by a wide-ranging sixth form. It will mean an economy of staffing, a vastly important matter when so many staff have to be deployed in non-traditional ways—the new sixth form demands considerable time for pastoral work and careers guidance (the paper takes account of this).

No educationalist talks of "groceries" like the 16-19s that they want to leave, consigning them to a separate adulthood in which they young people need caring for and they want it desperately. They are not just examination fodder to be flung into examination courses and left to flounder.

A big advantage will be the possibility of larger groups (which, as the paper shows, can lead to greater choice. This is always a big problem if one tries to satisfy individual needs. The paper makes a "study English" which is always a vital point when it argues that students will have the chance to study English, perhaps in a foreign language, and that many more students would have the chance to study social sciences, music, etc. The will be able to be opened up in subjects at present confined to relatively small numbers. I find a major justification of the whole exercise.

Max Morris is headmaster of Willesden High School, North London, and an expresident of the NUT.

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Muslim schooling

Pointers to a better path

Sir,—I was most flattered that Dr Iqbal saw fit to make reference to the work being done at Sidway School, Coventry, in his article "East is east" April 21.

I would confirm that as director of multi-cultural education, I am most concerned about the treatment of coloured school leavers.

However, as far as I understood my own article, "More than two cultures", TES December 9, 1977, I did not express the hope that "westernization" of the ethnic minority groups will be the solution. Indeed, the whole point of that article, and of the one to which Dr Iqbal refers, was to question the accepted views and opinions regarding the treatment and education of ethnic minority pupils:

- that they should be allowed to study their own languages, as well as English, at school;
- that they should be encouraged to practise their religious, and

Sympathy—but not for separatism

Sir,—About the article by Mohammed Iqbal, although I sympathize with Muslim parents in face of our secular and to some extent decadent society, I think we need to be careful at their request for separatist education. They are in fact asking to be allowed to imprison their young within their own belief system, a system within which women are second class citizens. Let us not also forget that Islam is an intolerant and evangelizing religion and that in many countries Christians are persecuted and discriminated against.

If Islam is worthwhile it must stand like Christianity inside society. It is important to allow religious freedom which should include freedom to teach the young, but not freedom to put them in a physical, mental or spiritual straitjacket.

W. M. JENNINGS,
"Kilbridge",
Bentley Lane,
Langdon Hills,
Essex.

Seeds of future conflict

Sir,—I have a good deal of sympathy with much of what Dr Mohammed Iqbal writes (April 21) on the subject of Western morality but our "moral degeneracy" is exaggerated by him. Our society is comparatively free and tolerant. Religious and political bigotry are in a very small minority. We are more aware than most countries of the rights of women. Britain is a pretty fair place to live in, despite all its faults. Christianity has a splendid record of altruism towards non-Christians; some faiths are far more exclusive.

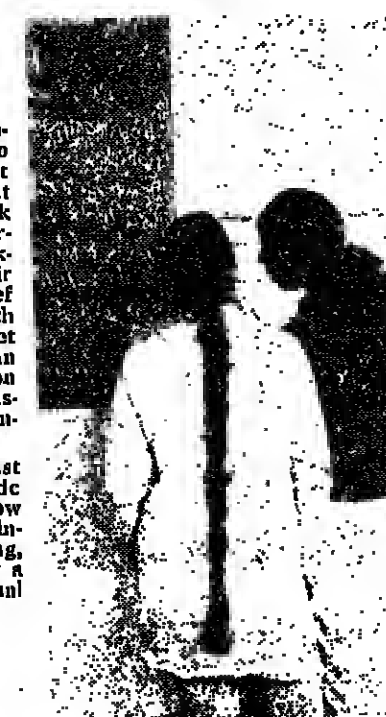
What worries me most about Dr Iqbal's proposals is their tendency to Muslim separatism. There is a war going on here in the conflicts between Islam and non-Islam. Muslim and Christian in several countries: Lebanon, Cyprus, the Philippines, Sudan, The Muslim minority

festivals, music and art, within the school context:

- that teachers should reassess their own attitudes and prejudices in relation to these pupils;
- that all children in schools should be taught that to be different is not to be inferior, or superior, just different.

I believe that the attempts by many Muslim and Hindu parents to set up their own schools is a direct result of the refusal by schools and teachers to recognize the needs of such ethnic minority groups. In response to the nature of multi-racial Britain.

KELVIN RICHARDS,
Sidway School and Community College,
Cox Street, Coventry.



Seeds of future conflict

Sir,—I have a good deal of sympathy with much of what Dr Mohammed Iqbal writes (April 21) on the subject of Western morality but our "moral degeneracy" is exaggerated by him. Our society is comparatively free and tolerant. Religious and political bigotry are in a very small minority. We are more aware than most countries of the rights of women. Britain is a pretty fair place to live in, despite all its faults. Christianity has a splendid record of altruism towards non-Christians; some faiths are far more exclusive.

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Missing maths

Sir,—In common with many institutions preparing students to teach arts subjects at secondary level, we have found in recent years that many otherwise excellent candidates come to us without any qualification in mathematics, often because they have dropped the subject altogether at the end of the third year. If proposed DES policy is implemented, such candidates will not be accepted into the 1980 intake.

It therefore seems timely to urge schools to make certain that all pupils who might conceivably want to enter a BEd course with a secondary arts bias, as well as those looking towards primary teaching or science subjects, are made aware that an O level or Grade 1 CSE pass in mathematics will be a requirement for such courses from 1980.

AUDREY LASKI, Director,
Teacher Training Course,
Central School of Speech and
Drama, Theatre, Eton Avenue,
London NW3 3HT.

Wide of the mark

Sir,—In discussing the recently announced decision of the three GCE boards based on Oxford and Cambridge to work together more closely in future you give some figures about the subject entries for various boards, including JMB.

I am not in a position to comment on the date given for the other GCE boards, but the figure of 650,000 subject entries attributed to JMB is well below the mark since there were 776,576 subject entries for last summer's normal GCE examinations. This figure moreover excludes entries for 16-plus examinations conducted jointly by the JMB and five of the CSE boards, for which a further 10,275 O level subject entries were received, giving a total GCE subject entry for the 1977 summer examination of 868,851.

RICHARD CHRISTOPHER,
Secretary,
Joint Matriculation Board,
Manchester M15 6BL.

LETTERS

Birthrate slump not all it seems

Sir,—Are the latest birthrate statistics (Monthly Digest of Statistics, February, 1978) a cause for some optimism? While the 1977 total for England and Wales shows the same intractable downward turn as in previous years (568,700 as compared with 584,300 in 1976) the quarterly totals are more encouraging.

1976	1977
First quarter	151,300
Second quarter	150,700
Third quarter	147,200
Fourth quarter	135,100
1977	
First quarter	140,400

Second quarter 144,800
Third quarter 146,500
Fourth quarter 137,000
Change 1976/77

First quarter minus 7.2 per cent
Second quarter minus 3.9 per cent
Third quarter minus 0.5 per cent
Fourth quarter plus 1.4 per cent

There was still an overall fall of 2.6 per cent but the quarterly declines were arrested by the end of the year. Indeed during the last quarter there was, for the first time in six years, a greater number of births than in the corresponding period the pre-

vious year. (Ever during "boom" years the number of fourth-quarter births was invariably several thousand less than the average for other quarters.)

Since the birthrate started to drop after 1964 there have been odd occasions when the trend seemed to have stopped, notably 1970 and 1971, but it will be interesting to see what the next sets of figures emphasize whether the up-turn predicted again and again by Government statisticians has eventually arrived.

W. F. DENNISON,
School of Education,
University of Newcastle upon Tyne.

Quietly, the work goes on

Sir,—The statement attributed (TES April 14) to the British Association for Language Teaching: "HMI... have failed to do anything themselves to make (modern language) teaching more effective" is irresponsible.

I do not recognize the statement as fairly reflecting the BALT paper's argument. Its only excuse might be that HMI do not seek publicity for the work they do in support of teachers. To mention two examples that happen to have come my way this week—many more could be cited:

Many teachers who attended an HMI course—workshop in Nottingham last September will this week have received from HMI a splendid dossier of language teaching materials and practical teaching ideas produced by the organizers which will be of the utmost practical usefulness in the classroom, and not simply for those who attended the course.

HMI are just now nearing the end of an imaginative but gruelling programme planned as a logical follow-up to the publication of Modern Languages in Comprehensive Schools. It has involved over 70 two-day conferences with heads of schools and their heads of language departments in nearly every part of the country. The aim is to secure the best possible support for the level where planning decisions are made. In a parallel series of discussions HMI have been meeting chief education officers and their senior advisers, to try to ensure that administrative problems stand clear.

The Inspectorate avoids publicising what it does. It cannot easily answer attacks made on it. It will be a sad day for the classroom if teachers allow sensational headlines to divide them from their real colleagues.

Do you not think that a publication like yours should have made this clear?

W. W. O. SLESSINGER,
Headmaster,
Grove Hill School,
St Agnells Lane,
Hemel Hempstead,
Hertfordshire.

Perspective of literacy

Sir,—We are surprised by the air of novelty which attaches to our report of Croydon County Council's new student-written adult literacy magazine, *Write Back* ("Literacy class students turn magazine writers" (March 24).

Perhaps it would have been more useful to refer to the use of activity of the same kind that had taken place in the last three years. *Write First Time*, a national paper prising the writing of ordinary people, is third year, and has built two successful annual conferences to encourage the growth of this kind of work.

Duplicated magazines of every shape and kind have come and gone from Harrow-in-Furness to Ply-

mouth. Brighton Writing, and *Father's Cap* and the two later editions from Cambridge House, are well-known. On many reading shelves, as are *A Bristol Childhood* and the books coming from the new Gatahouse Project in Manchester. Hucklebury Reading Centre has produced four large type early readers written by its pupils. All of these, and the others it would take too long to list, are productions that help adult literacy students to feel the value of their own lives, words and ideas by sharing them with other people. —In the case of *Write First Time*, with over 8,000 other people.

SUE SHIRAPNEL and
KEN WOPPLE,
Hucklebury Reading Centre,
136 Kingsland High Street,
London, E8.

Less of a gap

Sir,—In your issue of April 14, you published some of the statistics from the DES about examination passes ("Riding tide of exam success"). The comparison is made between the percentage of pupils at least one A level and the corresponding percentage from comprehensive schools.

Grammar schools, in general, accepted about 25 per cent of the age group. If 52 per cent of the grammar school entry reach the same standard as 11.6 per cent of the comprehensive school entry, then these, taken as a proportion of the whole age group, are very similar figures. Remembering that there are still quite a number of "comprehensive" schools in areas where there are also selective schools, the proportions must be even closer.

Do you not think that a publication like yours should have made this clear?

W. W. O. SLESSINGER,
Headmaster,
Grove Hill School,
St Agnells Lane,
Hemel Hempstead,
Hertfordshire.

No good crying...

Sir,—If there is to be serious debate or negotiation as to the actual and contractual responsibilities of teachers, it will be as well for Mrs Williams to bear in mind that when anything has once been agreed to be voluntary it is thereafter very difficult to change because people decide not to do it. Sooner or later the inevitable always happens and it is foolish to cry over milk spilt many years ago.

If it is true that for lack of lunchtime supervision many pupils genuinely could not (not merely would not) attend classes, responsibility must lie with those of us who thought fit to allow these children's education to depend on a factor over which they had no control. That situation must now be faced, and its lessons well learned before further concessions of this sort are contemplated.

PHILIP OAKESHOTT,
Headmaster,
Thornden School,
Wolverhampton,
Chandlers Ford,
Hants, SO5 2DW.

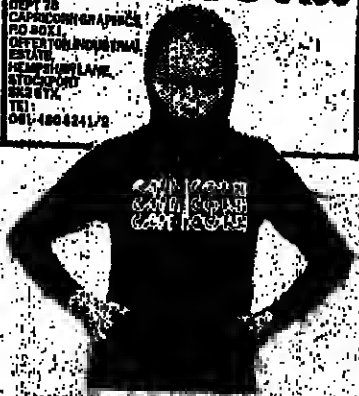
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1968
TEN YEARS ON

THE TIMES HIGHER
EDUCATION SUPPLEMENT
On sale at newsagents today

Ten years ago saw the beginnings of a "marrying wave" of student protest which swept through the USA and Western Europe.
This week in "The Times Higher Education Supplement" David Rogers, Professor of Social Sciences at Harvard University, analyses the striking changes in mood and attitudes that have taken place in American Universities and colleges since those heady days.

Days of innocence?

Ten years ago tomorrow, thousands of students in Paris took to the streets. So began the 'events' of May, which made such a dramatic impact on French life, and on student attitudes and actions in other countries.

Today, Paul Moorman assesses the long-term effects of May 1968 on student life in Britain and elsewhere, and talks to two prominent leaders of the period, Rudi Dutschke and Daniel Cohn-Bendit; while John Gretton adds a personal reminiscence of being where the action was

The flying flagstones in the streets of Paris in May, 1968, marked the end of student innocence. The grievances of educated, mostly middle-class young people throughout the industrialised western world came to the boil on the barricades of the Left Bank.

Alarmed governments, confronted by the threat of violence from a hitherto wholly unlikely quarter, were forced in acknowledgement of the reality of student power. In France, General de Gaulle warned that the "delicate fabric of democratic society" was at risk.

Ten years on, the mood on the campuses has shifted dramatically. Instant revolution is as dated as the mini-skirt. Nobody believes any more that marching around the walls blowing youthful trumpets will make the citadel fall. The silence is deafening. The world has moved on.

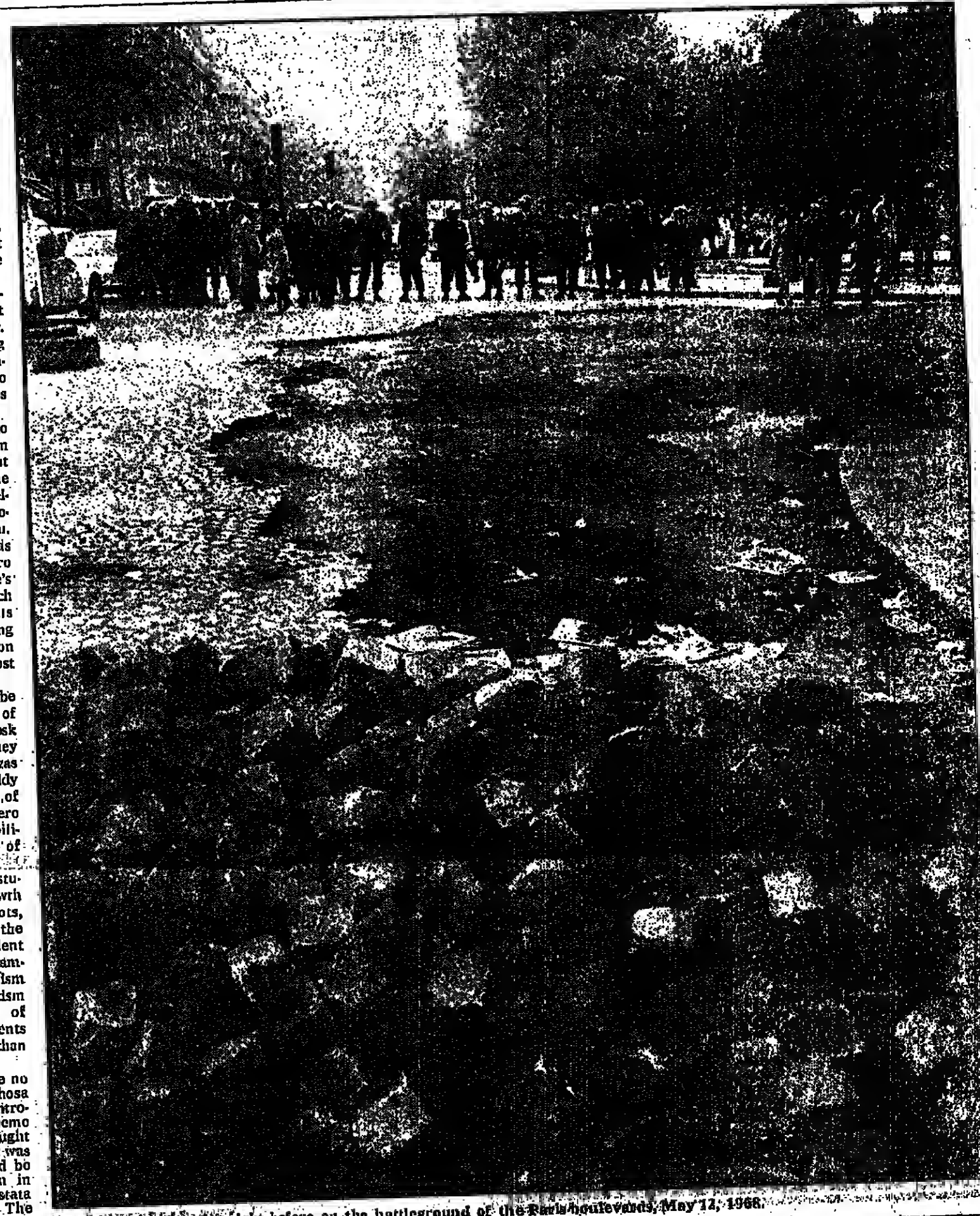
In the sixties, the enemies were easy to identify. And the ease of identification led, erroneously, to the conclusion that they would be easy to beat. In the emerging "permissive" society, the universities all too often stood out as beacons of outmoded authoritarianism. Resistance to the notion of students as adults was deeply entrenched: in loco parentis was a key canon in academe's Holy Writ, particularly in countries such as Britain, with a tradition of students living in university buildings. A dying code of sexual morality was foisted on precisely the group of young people most opposed to it.

Students arrived at university, to be told that their job was the pursuit of truth and that to undertake such a task required a questioning mind. But they soon found out that the questioning was not supposed to extend into such muddy metaphysical waters as the running of the universities themselves. Nor were course content or the lecturing capabilities of dons deemed proper objects of inquiry.

The sixties, too, saw a doubling of student numbers in many countries. Growth was the great god of all the governments, and a highly educated work-force was the best way to achieve it. The student population explosion opened up the campuses as never before. Intellectualism became almost a dirty word. Elitism certainly did: the new generation of student leaders demanded that students should be treated as a part of, rather than apart from, the rest of society.

Militants argued that students were no different from any other workers. Those countries, like Britain, which had introduced a comprehensive grants scheme suddenly found the hand they thought was feeding an appreciative recipient was being savagely bitten. Grants should be looked on as wages—a right, given in recognition of the fact that the state needed trained technology fodder. The

Continued on page 18



The morning after the night before on the battleground of the Paris boulevards, May 12, 1968.

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26 Books/Technical

A new look for the electronics industry

Clifford Jenkins

British Industry Today—Electronics, COT Reference Pamphlet 145 748
 HMSO £1.40, 11 700802 8.
 Electronics (Second edition), By R. A. Sparks
 Hutchinson £1.75, 09 132431 9.
 Electronics II, By G. D. Bishop.
 Macmillan £2.95, 333 21390 4.
 Study Notes in Electrical Science, By Noel M. Morris.
 Macmillan £2.95, 033 21216 9.

No one can doubt the enormous impact made by the technological developments of the electronic industry. Man is living literally within the orb of an electronic space-age; a kind of science-fiction world where there is a fascination with silicon "chips", quadrayonic equipment, geostationary satellites, computers, scanning electron microscopes which detect chemical information from areas less than 0.03 microns. The total sales during 1975 for the United Kingdom alone is estimated at £2,633m. This is but a tip of the iceberg in terms of the worldwide research and developments of the electronics business.

Any attempt to describe this complex industry today is bound to be a difficult one. Nevertheless, a very useful resource for educational establishments is needed. A government-sponsored pamphlet is now one of the most exciting documents

to recommend, but at least 145 provides a valuable concise summary of electronics in British industry. It begins with a cursory glance at the conception of the industry through radio and broadcasting followed by a description of the subsequent development and structure, employment and location, main products, overseas trade, investment and research. A reading list has been included.

The diverse interest in the science of electronics is probably stimulated by the fact that so many young people are encouraged to participate in project work in schools and colleges. The text of *Electronics* takes the form of an instruction manual which leads to the construction, for example, of various alarm systems, timers, simple binary circuits and radio. This is a splendid practical introduction which will be welcomed by all concerned with elementary electronic exercises.

Technical courses in the field of further education are being completely rationalized as a consequence of the implementation of the government's Hargrave Report in 1969. The Technician Education Council (TEC) is responsible for the present reorganization of traditional National Certificate, Diploma and City and

Guilds courses into an educational programme based upon a matrix of units of study. One of the ramifications of this major reform is the noticeable emergence of a new style of technical publications.

The topics covered in *Electronics II* are related to the syllabus of the Standard TEC Unit which is central to both the Telecommunications and Electronic Technicians Programme. The text is presented in a clear and attractive style with numerous illustrations which students will find particularly helpful. Each of the six chapters is thoughtfully concluded with an interesting range of multiple-choice questions to reinforce the fundamental principles of the subject. This kind of book will be much appreciated by both students and lecturers of technology alike as a lucid description of some of the important aspects of communications and industrial electronics.

In contrast to the usual course oriented textbook Mr. Morris has provided a collection of brief notes with some diagrams on a fairly comprehensive selection of electrical subjects. His intention is to alleviate the task of arduous study by listing essential formulae and giving a resume of the associated topic. It is difficult to assess the merit of this exercise. The current introduction of TEC Units would seem to make the need for this form of supplementary textbook questionable.

Elemental zoo

Zinc and its alloys, By S. W. K. Morgan.
 Macdonald and Evans, L.L.M., 7121 0945 7.
 Nickel and its alloys, By W. Betteridge.
 Macdonald and Evans, L.L.M., 7121 0947 1.

To each humble domestic animal its characteristic anatomy; to each workaday metal its characteristic technology. Students of metallurgy must, like trainees versed in the innards of poodles and shorthorns and buff Orpingtons, acquire at least a nodding acquaintance with the extractive methods, properties and uses of iron and steel and a dozen or so of the economically important ferrous and non-ferrous metals.

Two of the most important—setting aside quibbles of the "life-as-without-gallium" sort—are nickel and zinc. Following copper in the publisher's "Industrial Metals" series, these two volumes are a worthy attempt to provide general introductions to the specialized study of these metals and their alloys, suitable for H.N.C. and degree students of metallurgy as well as for engineers.

Both books are metallurgically up to date. Emphases seem to reflect the author's own interests, not surprisingly and to the detriment of a well rounded view. Of zinc a great deal is said concerning its extraction and refining, with pride of place given to the ultimately successful 20-year struggle at Avonmouth to turn the theoretically attractive idea of a zinc blast furnace into a working reality. Of nickel and its alloys the physical structure and properties are very much to the

fore. Metals, like dogs, have their quirks. Zinc rose briefly from the obscurity of metallurgy's bargain basement a few years ago, when a range of alloys was found to flow like treacle under certain conditions. A property that attracted immediate interest since it showed that shapes in a single operation could be pressed into elaborate reality, and therefore as cheap as plastics. Nickel is generally the qualities of stainless steel, and it has remained the basis of a strong alloy whose resistance to slow creep at high temperatures make the jet turbine engine intractable. But for the most part technologies of extraction, refining and recovery of these two metals are well established, slow to change and correspondingly staid as subjects for study.

Among the unstated duties of the parties is their price. Morgan's is a brief but illuminating account of the international zinc market, the less said about transactions near-monopolies the better, at least in a technical work, distasteful to cuss nickel markets at all. Notes on world resources of zinc, its recovery from scrap, chemical applications and some of the biological significance add to the value of Morgan's main text. Betteridge's chapter on the metallurgy of nickel is a useful but through the quality of the accompanying photomicrographs is uneven.

But these are minor criticisms. Both books can be recommended as detailed introductions, if not metallurgy's elemental zoo, at least to the corner of its faraway.

William Clarke

Home-craft

Home and Home, By Barbara ood David Lamb.
 Edward Arnold £1.60, 7131 0175 X.
 From House to Home, By Margaret Dixon.
 Harrap £1.25, 248 53154 8.
 Science for Housecraft, By John Robinson.
 Edward Arnold £1.40, 7131 0176 8 (Second edition).

Home and Home—How to change a plug, read a gas meter, unblock a drain, make curtains, decorate a room—these and many other aspects of making a house into a home are dealt with in this book of assignments intended for CSE or other pupils nearing the end of school days.

Several assignments are given in each section. They start with possibilities in the pupil's own home, then move to projects in the school and finally to situations in the environment, the latter including situations after the pupil has left school and also charitable and thought work. There is much well chosen information and ample questions. The whole is thoroughly practical and would be an asset to any Home Economics department.

From House to Home concerns evaluation and choice. Thus the various main types of soft furnishings are presented and explained. References are made to quality, colour, cost, durability, ease of cleaning, etc., so that a good choice may be made. Other subjects are treated similarly and include heating, lighting, floor coverings and types of accommodation. Some sections contain experiments.

This book will help meet the need for a text which a young person is faced with, say, having to buy a bed, seat, or mirror, but has no idea on what to base a decision. It is, however, more suited to the very able and intelligent than the average student.

Science for Housecraft explains the scientific principles behind house building, home services and equipment. Changes since the first edition are included, such as new features, new equipment, microwave cooking, noise, sea and gas and home insulation. The book is very clear, including photographs and diagrams, and is a very good practical text. It is suitable for all schools, colleges and technical education. James Kennedy

Soil Mechanics

NEW EDITION

M. J. SMITH
 This book concentrates attention on basic principles, and includes a series of worked examples. The chapters deal in turn with soil composition, classification, permeability, shear strength, pressures on retaining walls, the stability of slopes and foundations, and consolidation and compaction. This title is part of the Examination Subjects for Engineers and Builders series.

144 pp. 3rd edition 1978 Illustrated 1956 6 £1.75

About the series:
 Examination Subjects for Engineers and Builders
 General editor: M. J. SMITH
 This series of books, outlining the basic principles of each subject, is designed to prepare students for the examinations of the Institution of Civil Engineers and the Institution of Structural Engineers, but they are also suitable for H.N.C. or degree studies. SI units are used throughout the series. Titles in the series to date are as follows:

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Monstrous undertakings

PENNY ALLEN on the transformation of a school playground

Playgrounds as a rule are rectangular, concrete patches, bleak in winter and dull in summer. The infants' playground at Benson primary school, Croydon, was no exception though the monotony of its concrete was slightly relieved by a row of trees along its fence.

But last September on their return to school after the holidays, the infants stopped wide-eyed at the playground entrance. There, extending 30 feet along the length of the playground was a grinning, curvaceous monster. The brave ones edged towards it, tested its teeth with the toes of their shoes and, finding it didn't bite, stepped tentatively on to it.

Soon it had gained a name, Brummonia, and the children were running along its spine, trying out the sculptured seats in its rubble-and-concrete body, and rolling their eyes down its gently sloping sides.

Last weekend the parents put the finishing touches to their playground alterations. Some were



planting shrubs in the raised flower beds that protect a "quiet area" where children can read and write at wooden tables, draw on slates supported on a wooden rack, or just sit on the slatted benches and smell the flowers.

Children were laying turf at the end of the playground mowing only occasionally to jump on the tyres stood together in pairs on a rubber safety mat. "I like them the best because they're all squishy ones," said a six-year-old sparring a minute from travelling.

The project was first mooted in June, 1976, when one of the mothers, with the backing of the head, got in touch with Lyn Simonon, a teacher and playground designer for Wates who had designed her first playground as part of her thesis at training college. She has since given views on the importance of play in children's education.

"Play is the Cinderella of education," she says. "The playground should be an extension of the educational environment. Not enough imaginative thought goes into children's play. Children need monsters like they need magic."

She was determined to involve everyone from the beginning believing that "people have power and they should use it". The specially formed sub-committee of the Benson School Association sent questionnaires to all the children, parents, teachers, and most important, the dinner ladies and the caretaker who were of first way of the scheme feeling it would make extra work.

They held an exhibition where plans and models of the proposed design were displayed to topics of children's playgroups. Parents were encouraged to attend coffee mornings and evening meetings. When work began they were asked to donate materials and to offer help. About a quarter responded.

For the parents there have been many benefits. The school has always encouraged them to help, but fathers have never been able to do this and, as one mother put it: "If you're fairly intellectual or a committee person, yours always been plenty to do, but this project attracts the practical people."

A father said: "It's sometimes difficult to know if you're helping or interfering. Here we know we're helping."

Margaret Solly, head of the

infants' department, was active in the project and is delighted with the results. "Some of the boys used to be aggressive and simply hurtle from one end of the playground to the other. The boys and girls played separately. Now they mingle more on the monster. The children like the tyres best. There is masses of scope for imaginative play. The younger children like to play 'home' in and out of the trees. And best of all," she added, "it hasn't lost its novelty."

The education department's concern over finance was quelled by the parents' promise to pay for the cost of maintenance (an estimated £5 a year) and for the caretaker's overtime during construction.

Liz Black, the convener of the parents' sub-committee, felt that the personal contact she had with council officials helped greatly. After long preliminary telephone calls, the plans sent in to the public building and works department were vetted and returned within two weeks and the surveyor when he visited the school, Ms Black recalled, took two lumps, lapped along the monster and said "this is great, why aren't more schools doing this?"

Apart from the obvious benefits to the children during playtime, there have been additional educational gains. The gap between play and work has been easily bridged; children at first measured the playground, they drew their own ideas for the design, made graphs of their preferences, wrote stories about the monster, have formed "sweeping patrols" to save the caretaker extra work, and, hopefully, will continue learning in the playground when the plants have been labelled with their Latin and English names and when certain insects and birds are attracted by the carefully chosen plants in the "wild corner".

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Ms Simonon fondly remembers the commuters in their city suits who popped in on their way home "just to have a look" and returned half an hour later, pickaxe at the ready, and the mothers who pushed in wheelbarrows full of plants they had dug up from their own gardens. Teachers are pleased to have got to know many parents better and mothers have had to be asked not to come into the playground at busy times. The dinner ladies are happy—they find there is less supervision needed than before.

Three-quarters of the work was in the planning stage which, the parents say, could have been cut by a shunter. The total cost was £800, all of it raised by the association who still had money to spare from the year's funds for extra equipment for the school. The only paid help was the bricklayer who laid the tricky foundation for the curved flower beds. And £100 went to Ms Simonon for her eighteen months' work.

Because of Ms Simonon's insistence that all decisions should be unanimously agreed in the sub-committee, many grand and axing ideas, including an outdoor stage, a frog pond, and an aviary, have had to be abandoned. She sees her role as a catalyst. "I'm the idiot who's always prepared to make stupid and outrageous suggestions to get things going," she says. But the parents emphasize that without her boundless energy and constant enthusiasm the project would never have got off the ground.

Now they're looking around for something else to turn their attention to. "My child will soon be in the juniors", said one father, "so the concrete expanse of junior playground."

Community Service Volunteers are producing a pack on how to make an interesting playground. It should be ready by the end of the year. Lyn Simonon can be contacted at 25 North Villas, London, N.W.1. These gardening books were found to be particularly helpful: All the books by Margery Fish, Graham Stuart Thomas's "Plants for Ground Cover".

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Modules and mobility

by Gillian Thomas

More than 30 educational manufacturers had staked at the exhibition which accompanied the model conference of the National Confederation of Parent Teacher Associations in Nottingham. Introduced on a smaller scale last year, the aim was to bring manufacturers into direct contact with more than 200 parents, particularly those who might be buying equipment for their pre-school children.

The SMP range of Educational multi-purpose mobile furniture attracted a great deal of attention. It is a modular system of wooden shelves, boards, racks and doors which slide into white steel frames with corrugated end panels, and is suitable for home or school use.

The fixing is not permanent, so combinations can be varied at will to form book corners, desk units or cupboards. They can be arranged in free-standing sections or bolted together to form partitions. Blackboard sections and pinboards are available.

For use in nursery schools, there are components to make up a bunk bed. The units can also be arranged to take wash basins. The units are assembled with

bolts and clips. The woodwork comes in a variety of gloss colours or with a clear lacquer. Cost or set complete unit is about £150.

Also from SMP is the Lockwall system of room-dividers. Though these are usually specified by architects at the planning stage, their simple installation makes them ideal for modifying existing rooms.

Each "wall" is on retractable castor wheels and has a spring locking mechanism operated by a lever to keep it in position on the ceiling. The walls can, therefore, be retracted to form a corridor. Furthermore, they leave no marks on the ceiling when their position is changed. This can be done by one "unskilled" person.

The panels come in a variety of materials from hickory to stainless steel framed tinted glass, which could be used as a swimming pool divider.

Wicksteeds' new Build-a-Play system of building blocks reminded me immediately of Lego, but on a giant scale. Weighing 8lb and in red, blue or yellow metre-lengths, the blocks fit into one another. Children can sit or climb on them. Rods and plugs are also available to enable children to form trapezes and more elaborate climbing patterns. There are also accompanying planks, ladders and beams.

As the blocks will float, they can be played with in water, say as a raft in a swimming pool. They have been enthusiastically received for use with handicapped children. They can be bought in individual items (blocks are £13.50 each) or in assorted packages. Prices range from £235.50 to £620.50.

Wicksteeds have also brought out Sureflex play mats, which provide a rubberized non-slip safety flooring under outdoor playground equipment. They can be stuck down permanently to either a concrete or tarmac surface, two forming a square metre. Mats, complete with adhesive work out at £12 a sq metre or £15 if Wicksteeds are contracted to do the laying as well.

Wicksteeds have also introduced a range of modular wooden playground equipment to complement their tubular frames. Items designed with the European market in mind, it is primarily suitable for supervised play areas which are not susceptible to vandalism.

Prices are similar to equivalent models 10 years old. However, as more elaborate combinations are possible, the range tends to be more expensive. For instance, there is a Playbox at £500 and an elaborate Commando Tower and Bridge at £1,127.

A series of new shapes in the Playblocks range designed by Rupert Oliver for Hestair Hope will be out soon. The existing shapes of polyurethane foam, covered in brightly coloured PVC, make good furniture for nursery use as well as eminently climbable objects for play. Table shapes cost £20.31, chairs £7.85.

On special offer to all parent-teacher associations is the £16mm projector. It has five separate modules which can, say the company, be replaced independently and quickly when anything goes wrong. The price is £336.

SMP, Farry Lane, Hylde End, Staines, Middlesex.
 C. Wickstead & Co, Stamford Road Works, Kettering, Northants.
 Hestair Hope, Ltd, St Philip's Drive, Rye, East Sussex.
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Archaeology by experiment

C. Rodney Farnhorpe

The reconstruction and reworking of ancient remains is clearly an unorthodox teaching method. Yet it is extremely difficult for a low-level CSE student to conceptualise on the strength of discussion and written description, however well-illustrated. By any standard, a kiln firing or the building of a neolithic house are striking events. Do they make history real and alive?

The source of clay for the kilns which the Roman-British potters built by the acre around Causton, Doncaster, largely disappeared, together with the kilns, when Causton housing estate was built during the 1950s. So the sampler used was an above-ground, turf-built kiln recently excavated at Rushden in the Neice valley.

Twenty-two boys and six girls in the fifty-year archaeology group took the job on. Work began at the start of the autumn term on the accumulation of turves, wood for fuel, clay, pots and kiln furniture. Several weeks later, after some 400 construction man-hours, the kiln was ready.

The Rushden kiln was rebuilt to full scale, but modified to offset our lack of experience: where the Roman potter had used stones to build the fire end broken pots for the chimney, the Hayfield team compromised with house bricks and tiles. The very fact that alternatives had to be found was a useful lesson for the CSE students.

The fuel came from farmers with land within easy handiwork distance of the site. From the farmer's hunk came clay for the oven and flue linings. This demonstrated very effectively that the Roman potter would choose his site carefully to ensure raw materials were to hand. He, after all, was out to make a living, and time was money in the Roman economy as in ours.

The girls were reticent about the construction work, but wanted to have a go at most operations, and the consequences cheerfully suffered the same battle scars as the boys. There was a much-needed boost to the ego of our under- and non-achieving students. At last they had the chance to compete on equal terms with the academic high-fliers on the score of the sports-field.

Possibly for the first time in their school careers they had an achievement to their names. Those academic square-peggers, for whom writing was the supreme work-sacrifice and thinking more laborious than once the 50-mile rapids of the Orinoco, found their work was being followed with interest throughout the school.

Firing day was chosen. The temperature build-up to a predicted 800°C would continue gradually throughout the day, culminating between 2 and 4 pm. This moment would be signalled by the thermocouples inserted into the oven and linked to a simple switching mechanism, recording to microvolts on dials.

It was the moment for the clamping of the kiln after a final stocking in fill the fire with fuel. The seal had to be airtight to create reducing conditions, as the oxygen inside the kiln burns off the oxygen from the outside is excluded.

The thermocouples unfortunately went awry shortly after the firing began. Unsuccessful attempts continued throughout the day to regenerate them. At last their failure was due to the firing of the right moment to clamp had to depend on the eyes and ears of the firing team as it had done in Roman times. It was interesting to observe, how

the problems with the thermocouples produced valid technical advice and comment drawn from the students outside "proto-adult" experience. What more satisfying way of arranging a meeting between past, present and future?

Observation of individuals finding their way through the different stages and tasks of the project suggested that character-building, teamwork and the widening of horizons could be the contribution of experimental archaeology within the curriculum, just as much as the weekend in Rotterdam and the outdoor pursuits course in the Peak District.

The discovery of success when the kiln was opened will surely stay with them for years afterwards. And it was not a false success, concessions were needed to youth and ability, and only a few to experience.

Relevant jobs could not be found for all the workers all the time. But if an experiment is too ambitious, taking months to complete, boredom and disillusionment quickly set in. It is simplified or scaled down too much, there is no challenge and too narrow a range of jobs to satisfy the aptitudes of the group.

A productive spin-off of the experimental work has been the involvement and cooperation of departments who would not normally regard archaeology as one of their legitimate interests. Science and art alone are uneasy bedfellows, but when experimental archaeology is the common denominator, the prospects for subject integration are intriguing.

C. Rodney Farnhorpe teaches archaeology at Hayfield Comprehensive, Doncaster.

Preparing to care

B. G. Worrall

It has become a commonplace assertion that education should have more contact with "real" life. Students should have "work experience" and get the "feel" of the world they must live in. The implication is they will better adapt to that world and be of more value to it.

One subject not usually thought of in this connection is religious studies. Yet there is ample scope here for contact with real life and for practical experience.

Many schools offer community service, often connected with religious studies and sometimes with social studies. Sadly, it is often for the "less academic". But so time: A level candidates are encouraged to get involved in their community.

From the school's point of view one problem has been that no occupation has not seemed to fit anywhere, though there are a number of agencies, often with a religious affiliation, concerned with social care. This year we have had a two-year Diploma of Higher Education in Religious and Social Studies, validated by the CNA, and is intended for those interested in the caring services, or wishing to study these two subjects at a higher level while delaying career choice.

The college already ran courses in religious studies and social studies, and relations between staff has always been good. It worked together, planning and teaching the same course, was a challenge. It was decided at an early stage that we would have no religious take-over bids. We cannot say all social problems can be solved by a little practical Christianity, but that religion was simply a matter of social conditioning.

Both disciplines keep their integrity. In lectures on the New Testament or on the social structure of modern Britain we are anxiously looking over our shoulders at the other discipline or trying to find links where none exist.

But there are linking areas: a course on the nature of religion obviously takes account of religious implications, particularly when the faith of immigrant groups is discussed, and so both disciplines are involved.

Furthermore, we have planned linking seminars on such matters as the evidence for belief, the status of belief statements and later, different estimates of the good his destiny. Tutors from both disciplines will be involved. We hope that links will be made in the minds of the students.

We have arranged a number of day and half-day visits and periods of practical placement where students will work in homes or some form of community care for up to eight weeks. The college youth and community section has been able to provide openings and we have received encouragement and offers of help from the Church Army, the YMCA, and the YMCA and local voluntary bodies.

These outside contacts have helped us design the course—its aim, its structure, its content. It is a basic psychology course and they have convinced us of the value of what we are offering. Such organizations are a good of people with a grounding in both disciplines. As a representative of one of them pointed out, a lot of young people who feel the attraction of caring work would benefit from a little practical experience, even if it makes them decide that such work is not for them.

In addition, visits can increase self-knowledge. It is something to realize that one does not really want to join the chaplain of the local mental hospital for his offering of a visit to a hostel which cares for alcoholics. Naturally such visits are voluntary, and there is always an alternative.

The students seem pleased with what we have offered, and are enthusiastic. As the present first year had been away from school for at least one year, they may not be typical. Only two have decided to join the chaplain of the local mental hospital for his offering of a visit to a hostel which cares for alcoholics. Naturally such visits are voluntary, and there is always an alternative.

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B. G. Worrall is director of the Diploma in Higher Education in Religious and Social Studies, Avery Hill College, London.

Classified Advertisements

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Nursery Education

Headships

DEVON

CHESTNUT AVENUE NURSERY SCHOOL
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

WEST SUSSEX
WESTERN ARCADE NURSERY SCHOOL
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

NOTTINGHAMSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

OTHER Appointments
BARNLEY
WOMANVILLE PARK STREET J. & I.
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

Primary Education

Headships

AVON COUNTY

ASHLEY DOWN INFANT SCHOOL
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

BERKSHIRE
HEADSHIP OF THE CHURCH OF THE HOLY TRINITY
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

CALDERDALE
HEADSHIP OF THE CHURCH OF THE HOLY TRINITY
Applications are invited from suitably qualified teachers for the post of HEADSHIP of this school. The successful candidate will be required to take up the post on 1st September 1978. Salary in accordance with Group 6 Allowance (1978).

CHESHIRE
HEADSHIP OF THE CHURCH OF THE HOLY TRINITY
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CLYWD
HEADSHIP OF THE CHURCH OF THE HOLY TRINITY
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DEBENHAM
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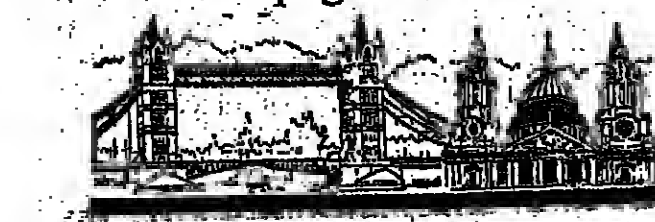
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Teachers who have read earlier articles in the TES about the work of the Avon Resources for Learning Development Unit might be interested to know that the Unit has produced a 24-page colour picture handbook which deals with the organization of resources and the management of the laboratory layout, planning, available at 50p (including postage) from the unit, Redcross Street, Bristol BS2 0BA, tel 0272 65491.

Teachers of environmental studies and social studies wanting a run-down of the basic facts on nuclear power, might like to get hold of a sheet produced by Redbridge Friends of the Earth. It deals in clear, simple terms with reactors, processing, plutonium and proliferation, as well as the dangers of nuclear war, and the dangers of nuclear waste. It is available at 50p (including postage) from the unit, Redcross Street, Bristol BS2 0BA, tel 0272 65491.

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BEXLEY LONDON BOROUGH

St. Fidelis R.C. Primary School (Aided)
Erith, Group 5.

HEAD
TEACHER

Applications are invited from suitably qualified experienced and practising Catholic teachers for the post of Head Teacher of St. Fidelis R.C. Primary School. Appointment to commence 1st September, 1978.

Application forms and further details available from and returnable to Chief Education Officer for Schools (T.S.), Seven Hall, Crayford, Kent, by 12th May. A s.e.c. (freeship) should be sent with the request for an application form. If acknowledgement is required a further s.e.c. should be enclosed. No further communication will be made unless applicants are called for interview.

CYNGOR SIR
GWYNEDD
COUNTY COUNCIL

ADRIAN ADDYSG

YMYNGHORWR ADDYSG GYNRADD

Cyflog: Penneith Grwp 8 Burnham

Disgwylir i'r sawl a bandod fod â phroffid fel penneith ysgol gynradd gyda gwybodaeth am ddulliau a gynleidiad o'r ym mae addysg gynradd. Bydd yn gweithio a Swyddiaeth Ffardd Llandudno.

Dyddiad cyhoiryn: 1 Medi, 1978.

Lwfans oar a chymorth i brynu oar. Cymorth ariannol i'w gael ar ddaeth mudo o'r all-gartrefu pan i'w hyrwyddu brodor.

Phurionni oar sen Swyddog Personel y Sir, Swydddar Sir, Charnarfan, Dyddiad oar: Mai 12, 1978.

County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER

(Group 2)

HART PRIMARY SCHOOL

Hart Village, Hartlepool, Cleveland

Applications are invited from suitably qualified and experienced teachers for the above Headship which will become vacant on 1st September, 1978. The school is situated three miles from the town of Hartlepool.

Financial assistance with household removal expenses is available in approved cases. Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 6BN, not later than 28th May, 1978.

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ST. JOAN OF ARC R.C. (J.M. & I.) Highbury, N5

Headship

Headteacher required. Roll 130 plus 30 full-time nursery. Burialham Group 6. Managers wish to appoint a suitably qualified practising Roman Catholic teacher for this vacancy which becomes due September, 1978 because of retirement.

Application forms may be obtained from Rev. Cor. respondent, 60 Highbury Park, London, N5 and should be returned to the Secretary, Westminster Schools Commission, 33, Wilfred Street, London, S.W.1, not later than 13th May.

PRIMARY
Headships
continued

SUFFOLK

COUNTRY COUNCIL.
Applications are invited from suitably qualified and experienced teachers for the following posts, to be vacant on 1st January, 1979.

DEPUTY HEAD TEACHER (CONTROLLED)
Primary School.
The school is a voluntary aided school. The head teacher is a Roman Catholic. The school is in a rural area. The school has a roll of 120. The school is in a rural area. The school has a roll of 120.

SUNDERLAND

EDUCATION DEPARTMENT
BASILDON JUNIOR PRIMARY
SCHOOL.
Applications are invited from suitably qualified and experienced teachers for the following posts, to be vacant on 1st September, 1978.

HEAD TEACHER
For this Group 2 school, roll 120. The school is a voluntary aided school. The head teacher is a Roman Catholic. The school is in a rural area. The school has a roll of 120.

WINDSOR

(Metropolitan Borough of)
CARTWRIGHT PRIMARY
SCHOOL.
Applications are invited from suitably qualified and experienced teachers for the following posts, to be vacant on 1st September, 1978.

HEAD TEACHER
For this Group 2 school, roll 120. The school is a voluntary aided school. The head teacher is a Roman Catholic. The school is in a rural area. The school has a roll of 120.

HEAD TEACHERS

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CAMBRIDGESHIRE

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39

SCHOOL
Application
for
NOMINICS (Scale
obtainable from
the Headteacher)

SCHOOL
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member. 1971.
NOMINICS (Sup-
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 This man was seen
 and boarded by
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 on May 1978
 from St. Louis
 to St. Louis
 P. K. A. Rose,
ECONOMICS
 Teacher (male of
 Science and
 to be taken
 subjects in this
 five high school

may 17, 1978, as obtainable, on from the Chief London Borough Municipal Officer, London.

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AUNT SCHOOL
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SCHOOL
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ma mile outside
south of Bath
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HOUSEMISTRESS
the Housemaster
school house with
discipline. Teacher
ECONOMICS
NEEDLECRAFT
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THE NEW GRAMMAR
Comprehensive
Experienced TEACHER
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 first three years
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 of the school
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 COM-115801
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[illegible]

100

LEICESTERSHIRE
KING EDWARD VII COLLEGE,
Warrington Road, Coalville.
Leicestershire.
In the Leicestershire Plan for
the Organisation of Secondary
Education.
Upper 14 to 18
Roll 1,220
MATHEMATICS
(Scale 2).
Required August. TEACHING
of MATHEMATICS with pos-
sibility of sixth form work.
Further details from the
Head. Apply immediately with
formal letter for names and
names and addresses of
two referees (S.A.E.).

LINCOLNSHIRE
ASSISTANT TEACHER

COMMUNITY COLLEGE
Durham, N.C. \$3,500. to \$4,750.
N.C. 12,200.
Required for September, 1978.
TEACHER OF MATHEMATICS
Person appointed will be expected
to mathematics to all grades
and ages, including students
with disabilities.
Sybilby. An interest in teaching
Computer Science would be
desired.
All staff are expected to take
in the pastoral side of the school
activities.
Particulars and applications
form available on receipt of
S.A.S. from the Acting Principal,
Durham Community College,
College, Station Road, Brunel
Lincoln to whom they should
be sent so that they should
be received by 12th May
1978.

LONDON
UNUSUAL CONVERT GIRLS
COMPREHENSIVE HUNT SCHOOL
[RTVI on roll]

Required: Appointing TEACHER
Appointee should be able to do
mathematics to C.E.T. level.
A. Involve
Appointee in writing, giving
names and addresses of two re-
sponses to the appointing.

MERTON
London Borough of
EDUCATION COMMITTEE
HINDGIST PRIMARY SCHOOL
Church Road, Mitham, City
of London, E.C. 4A
Age Range: 5-9 years.
Vacant for September, 1971,
to the expansion of the school.
Appointee should be able to
reliant have in MATHS
throughout this rapidly
and in the act
between first and second
to direct and work in
money with the Social
throughout this rapidly

NEWHAM
London Borough of
Ladbroke Square,
Hillside Road, London E10 4NP
Roll: 1,820 Co-educational
131 to 160 Years
Hrns Teacher, Mr. O. T. Ford
Required for September, 1976:
1st. Head of Department
2nd. Second Deputy Head
3rd. Other Officers required Courses
Barnham School, King's Lane,
Priority Allowance £20k or less

01-471 4800s, and should be
firmed, the undersigned by
B. 1978

J. S. WILKS, M.A., Ph.D.
Director of Education, Stroud
School, Stroud, Stroud,
London SW14 4BN.

NEWHAM
1 London Borough of
FOREST OATE SL100L
Forest School, London E7 0JH
Tel: 1 056; co-educational
11-18; Teacher: Mr. C. Dip
M.A.

Required for September, 1978:
1. A qualified teacher with a
2. There is a modern and a
3. An excellent mathematics course
4. A modern science laboratory
5. A modern physics laboratory
6. A modern chemistry laboratory
7. A modern biology laboratory
8. A modern computer laboratory
9. A modern music laboratory
10. A modern art laboratory
11. A modern design laboratory
12. A modern drama laboratory
13. A modern dance laboratory
14. A modern physical education laboratory
15. A modern sports laboratory
16. A modern outdoor education laboratory
17. A modern environmental education laboratory
18. A modern social studies laboratory
19. A modern history laboratory
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May 12, 1974. M.A., Ph.D.,
 Director of Education, Education Office
 Broadway, Stratford, London
 E15 4JL.

NEWHAM
 (London Borough of)

FLANBET SCHOOL
 Flambeth Road, London E8 1D
 (Tel: 1.332 294)
 Headteacher: Miss E. Crutcher
 B.A.

Required for September, 1978
 An experienced, and well
 known **TEACHER of MATHEMATICS**
 Second in seniority to the
 Head, to share the organization
 large and active department
 of the school. A "A" H
 C.S.E. "O" and "A" H
 Burtham, Basing
 London. A reference
 Further details and application
 forms may be obtained from
 the school or the school
 Completed forms should be re-
 turned to the undersigned by May
 1974.

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR
LIVING ROAD, NORTHAMPTON
ENGLAND

Admission for September, 1971
this is to 15 boys under 11
A MATHEMATICS to teach
the whole ability range
C.O.S. D.O. level, with the
of some of the best
The Department possesses a
major terminal unit and some
of the most valuable
available for interested pupils
The appointments can be
Scale 2 for a solitary aspect

Applications by letter (no
should be sent as soon as
the 1st of August) to the
with particulars of "qualifica-
competence" and "interests".
The school is a day school
of interest would be
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**HAMPSHIRE
COUNTY INSTRUMENTAL
TEACHING STAFF**
Inspected November 1978.

responsibility for Celo and C
Plans teaching throughout
county. Candidates must be
able to teach and supervise
drivers and own a car. Hu
Satori, Selo 2 or 3 acre
qualification and exper
B.A.E. to Head of C
Instrumental Teaching
Celo, Selo 2 or 3 acre
Winchester, for details as
possible.
Applications to be returned
in 15 days.

HUMBERSIDE
EDUCATION COMMITTEE
TEACHING DIVISION
Required for September.
ORTHOPEDIC TEACHER OF
PHYSICAL EDUCATION IN
MINISTERS Selo 2 pmt
available for suitable rural
though unqualified teachers
are. Application forms and
particulars may be obtained
from the undersigned.

[illegible]

St. J. L. Eusebio, N. J.,
A. C. Froelich should be
with the request for appli-
form.

SWALE DIVISION
1. CARE SECONDARY
SCHOOL FOR GIRLS
Fenwick, Kent
The School for Girls (SGS)
quired for September.
The appointed will take the
the principal the school to the
and U.C.S. standard and
organize choir and orchestra
equipment and
The principal will write to the head-
of the school giving details
qualifications and experience
for the job and address
the
references.

NORTHAMPTONSHIRE
NORTHAMPTONSHIRE MUS-
SCHOOL
John Clare Building, Kettering
Northampton, N. J. 4
A vacancy exists in the
instrument teaching team
for

**STAFFORDSHIRE
EDUCATION COMMITTEE
NETTLETON STOWE
COMPREHENSIVE SCHOOL,
LICHFIELD**
Don 1, 1.40
Required for September, 1971
are 10 O.S. and 30 S.S. (3
separations) staff courses to
"O" and O.S.S. levels and
to pupils in a wide range
of activities, including
and orchestra.
Further information and
forms should be obtained
from the person to whom cor-
respondence should be returned.

WARWICKSHIRE
PERIPATETIC MUSIC
TEACHER
Required for September
time peripatetic teaching
woodwind instruments.
to work in the North
Area of the County.
Application form and full
details available from
County Music Advisor,
Northgate Street, War-
wick, CV4 7JH. Tel. 0903 85111.
Closing date 31st May.

Scale 1 Posts

BARNLEY
DEARNSIDE A SCHOOL
24 Deans Road, Goldthorpe,
Barnham
21 to 16 Miss Comprehensive
School, Barnham, Wokingham,
Berkshire.
Required for September—

ADAMS to coach in Woodward
advantage
The selection forms and fur-
tall obtainable from and
able to the Head Teacher (i-
pleased).

BRENT
(London School of
TEACHERS' ROOMS, MIXED)
2-1001
Prince Avenue News J.R.
2-1001
(situated in very pleasant
area)
in sixth form)
Required in September;
TEACHER OF MUSIC to (as-
sist in the school band)
Pupils enter for C.S.E. in O-
level examinations.
A loyal community with a
social background.
population with a wide range
instrumental and choral pro-
grams. The school is assisted by
of participative instrumental
The successful candidate will
be responsible for the develop-
ment of the school's activities
in extra-curricular activities.

CAMBRIDGESHIRE
HUNTINGDON AREA
Cambs. Hunt. Club
St. Neots, Huntingdon.
Cubs 1-19 10
Tel. 0455 72740
/Devolves as a Co.
Colleges from September 1.
Cubs 1-19 10
/Devolves as a Co.
Cambs. Hunt. Club
St. Neots, Huntingdon.
Cubs 1-19 10
Tel. 0455 72740
/Devolves as a Co.
Colleges from September 1.
Cubs 1-19 10
/Devolves as a Co.

having bands, folk and
 guitar groups and choirs,
 specify particular interests.
 Applications (no forms)
 mailed to the school within
 days of the announcement.
 advertisement.

AN MEMORIAL
London W14
8478
Catholic School
D in sixth form
the applications
and suitably quali-
fied than post of
SICAL EDUCATION
Scale 11. The

summer school
of 199-solecism
of 1977. Appli-
cations for particu-
lar positions from
the head-

BERLAND COUNCIL
CITY HIGH SCHOOL
Washington, D.C.
1,000 pupils.
Boys, P.E.
Girls, P.E.

and temporary
 your commo-
 er, 1978. Ap-
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minutes.

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Oeding, Notts.
D. griffham, 188c.
1 to 181
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 Great Street, Bickley,
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KINGHAMSHIRE
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Advertisements unless otherwise stated.

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Application forms and further details from the Headmaster at the school to whom completed forms should be returned as soon as possible.

Application forms are obtainable from the Roadmaster, R.A.B. (less) at the above address to which completed applications should be returned as soon as possible.

Closing date 15th May 1978

Closing date: 18th May, 1978.

GAMES. Sciences are taught to O' level. Boys Games will occupy one third of each week. Scale 1 Closing date 15th May 1978.

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Application forms and particulars
obtainable from: Senior Administrative
Officer, Cancer (Telephone 01-400
0944).

